DOCUMENT RESUME

ED 217 592 EC 142 474

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TITLE	Learncycle: Bridging the Special Ed Mainstream Gap: Teachers Manual.
INSTITUTION	Weisert (Hilde) Associates, Teaneck, NJ.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE	81
NOTE	88p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Behavior Modification; Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Intervention; *Mainstreaming; Models
IDENTIFIERS	Learncycle; National Diffusion Network Programs

ABSTRACT

The manual is designed to be used in the Learncycle training program, a project to improve the mainstreaming process and education of the "high risk" student through a five step problem solving method known as the Learncycle Behavior Analysis Mainstreaming model. The manual is organized around the following steps: (1) pinpoint and define the target behavior; (2) observe the pattern of the target behavior's occurrence; (3) contract or intervene by removing any events that set off or seem to support a decrease target, removing obstacles to the performance of an increase target, and make activities/ events the student likes contingent on the change; (4) evaluate changes in behavior; and (5) recycle (make modifications in the behavior). Among the topics covered are principles of behavior analysis, tools for building complex behaviors, token economies, behavioral approaches to common situations, intervention to improve self concept, ways to enlist class support, trouble shooting tips, and training group activities. (SB)

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LEARNCYCLE bridging the special ed mainstream gap

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TEACHERS MANUAL

by Hilde Weisert
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INTRODUCTION

LEARNCYCLE is a project of the National Diffusion Network and over the past five years has trained hundreds of teachers and other school staff nationwide in a wide array of skills to improve the mainstreaming process and the education of the "high-risk" student. All these skills are based on the Learncycle 5-step problem-solving method, which this Manual details. The Manual is designed to be used in conjunction with training provided by a Certified Learncycle Trainer.

Our approach to mainstreaming is the "Learncycle Behavior Analysis Mainstreaming Model," In this model, the important question in mainstreaming is the fit between the student and the mainstream environment. Labels and any other information on the student are meaningful only if we also find out how this relates to what the environment expects of him.

Mainstreaming problems arise when the discrepancies between where the student is -- not just in reading skills or even social skills but also in things like the kinds of instructions he responds to or the kinds of consequences he is motivated by -- and where the environment is in terms of what it expects and can provide in each of these areas -- are too big.

Our task, then, is to try to close these gaps, and each person in the Mainstreaming Team has a special contribution to make. It is not any one person's task to do it all, and besides, that would be impossible.

Learncycle, and this Manual, through teaching the tools of behavior analysis in the 5-step Problem Solving Method, will give you the skills needed to become an expert discrepancy-reducer.

This Manual is organized to follow the steps of that Problem-Solving Method as you work through an actual case. This case, however, should be only the first example of how you can apply these tools and expand them to many other situations, students, and goals.

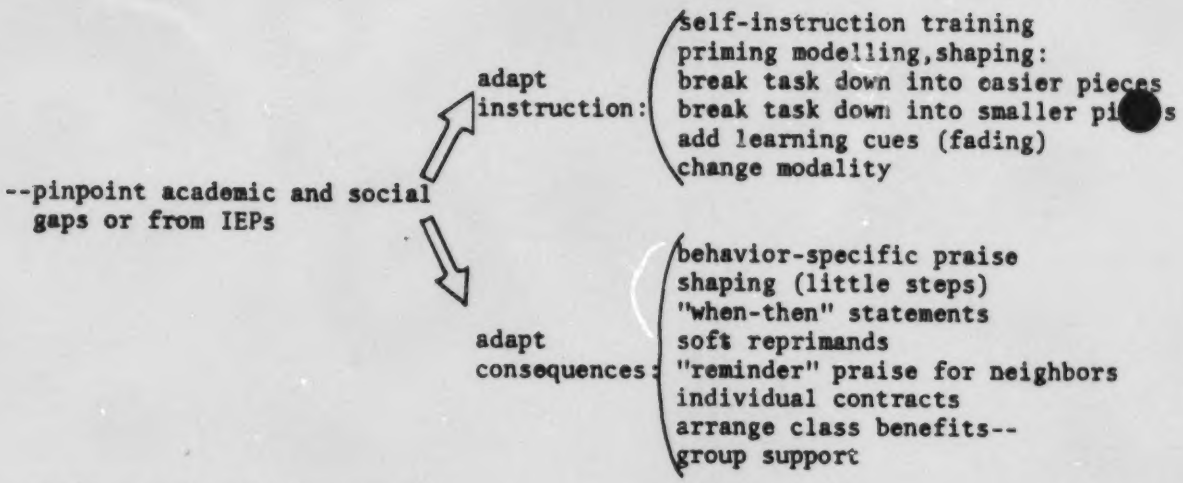
The Manual also includes sections for Special education-consulting staff on ways to use the method to improve the student's preparation in the special class, and to optimize the environment for the receiving regular class teacher.

Listed below are the skills each member of the Team will learn in becoming a more effective problem-solver.

Regular Class Teacher: **taught directly by us or trained by your consultants trained by us (see next page)**

--know and use 5-step problem-solving method

-continued



--monitor and evaluate progress

--ask team members for help, materials, support, etc.

--give sped teacher ideas for mainstream prep

Sped Teacher: taught directly by Learncycle or by your consultants
trained by us (see below)

--get principal's and regular class teachers' input re: mainstream skills needed; also observe for key skills in mainstream

--pinpoint academic and social gaps and targets:

strengthen basic skill instruction if needed--
adapt consequences to motivate, teach, rehearse and reinforce:
--self-instruction skills
--following direction skills
--basic school rules
--teacher reinforcement
--peer reinforcement
--turning off namecalling, etc.
--self-management

--follow-up with regular class teacher and provide materials, consultation on above (their tasks

--monitor and evaluate progress

Principal:

--define school rules
- adapt rules if necessary
  - small steps
  - form in which communicated
- adapt consequences
  - meaningful positive
  - negative not have "secondary gain"

--arrange, support teaming for problem-solving and information between regular and special ed

--support, motivate teachers

Consultant:

--if direct work with students, train them in getting along with peers, teachers

--train or consult to teachers in doing the above skills

--analyze school as a system, and apply behavior analysis on system level

SECTION I

HOW TO APPROACH A PROBLEM BEHAVIORALLY

I. **PINPOINT** what you want to change — either to increase or decrease (e.g. "silly" behavior). Wherever possible, think of an increase target which by increasing will cause the negative, incompatible behavior to decrease (If Fred sits in his seat more, he runs around the room less).

Try to make it functional: this is a behavior that will work for the individual — the odds are good that the environment will reinforce it once it's established.

DEFINE the pinpointed behavior as concretely and specifically as possible. The more specific you are, the better your chances of success. For example, "silly" behavior = high pitched "eee" sound, biting hand, rocking back and forth, for a particular child. If defining shows there are a bunch of behaviors included, choose one to start. In defining the pinpointed behavior, include the following:

1. The behavior(s) expected is concretely observable. That is, people might disagree about whether a child at a given moment is "being a good boy," but they would not disagree about whether he is raising his hand. To test this, try it out and see if you can do it. Ask someone else to do it. If they say, "What do you mean?" it's not defined enough.

2. Individual must be able to do it (you or others have seen him do it), even if he does it rarely.

3. Little steps for little feet. It may be within his ability, but still need to be broken down into a chain of little behaviors. What's the smallest piece of the behavior? Start there and work up.

II. **OBSERVE**

for assessment:
1. how often the target behavior occurs now (no. or % during the target time period — the time or activity you're interested in. This can be five minutes, a 20 minute reading period, a school day, or a whole day). This is your baseline. With a baseline, you can evaluate later on whether or not your intervention was effective, and you also have a better idea of just what you're dealing with.

Using the Problem Analysis Interview that follows --

for analysis:
2. what things he likes to do or have. Note what he's likely to do during free time. See what makes his face light up. Ask him.

3. what kinds of events now precede or follow occurrences of the target behavior (a particular activity? your actions? behavior of peers?)

III. **CONTRACT OR INTERVENE** by removing any events that set off or seem to support a decrease target, removing any obstacles to the performance of an increase target, and making things or activities or events the individual likes, contingent on the change (using information from III-2 and -3). Build on any "success keys" from the Problem Analysis Interview.

1. Behavior expected must be explicitly defined to the child(ren) — preferably, posted on oaktag, written on the blackboard, drawn on charts, or on an index card or notebook on the child's desk — and it should be defined in a brief and positive way ("Completing math assignment" rather than "Not finishing work"). Behaviors expected for the whole class should be frequently stated, again, briefly and positively: "When you finish that lesson, then you may _____" rather than "If you don't finish that lesson, you won't be able to _____." Don't recite the contract only when it's being broken. Never change it when it's being broken (see V-3-c).

2. When the child does the target behavior, if it's an increase target, then he gets

TO GET IT GOING
- a. your immediate praise* and some food he likes, or
- b. your immediate praise and a star or check which will add up to a thing or activity he likes; and, written and/or verbal statements of his progress towards the thing or activity, or
- c. your immediate praise or attention;

TO KEEP IT GOING
- d. your frequent praise or attention, plus tokens — stars, checks, etc. — if necessary, and then
- e. your intermittent praise or attention, plus tokens if necessary

depending on how hard it is for him to do the target behavior, which you can tell from his baseline rate (III).

3. Child should know that when he does _____, whatever you have defined as the target behavior(s), then he has engaged in the target behavior, the whole target behavior, and nothing contradictory to the target behavior. That is, there's no hidden agenda for expectations, no mysteries, and no maybe's: these are the necessary and sufficient conditions for reinforcement. You are building believability and a sense of causality.

4. If it's a decrease target, withdraw all reinforcement: ignore it. If necessary for safety, establish a neutral way to deal with it consistently. Apply positive contingencies to decreases in rate.

Remember — What you reinforce is what you get.

*See Signs, Guidelines section for special cases where praise is contra-indicated.

IV. EVALUATE

1. Keep records of the behavior — how much or how often — after intervention. Have the student do or share in doing this, if possible, as a built-in reinforcement.

2. Compare with your baseline.

3. After a trial period (usually no less than two weeks, longer in some cases), based on your comparisons:

a. continue intervention if it is working in the right direction

b. revise intervention if it is not working. Either your original plan was based on insufficient information or faulty assumptions, or external factors may have changed the situation.

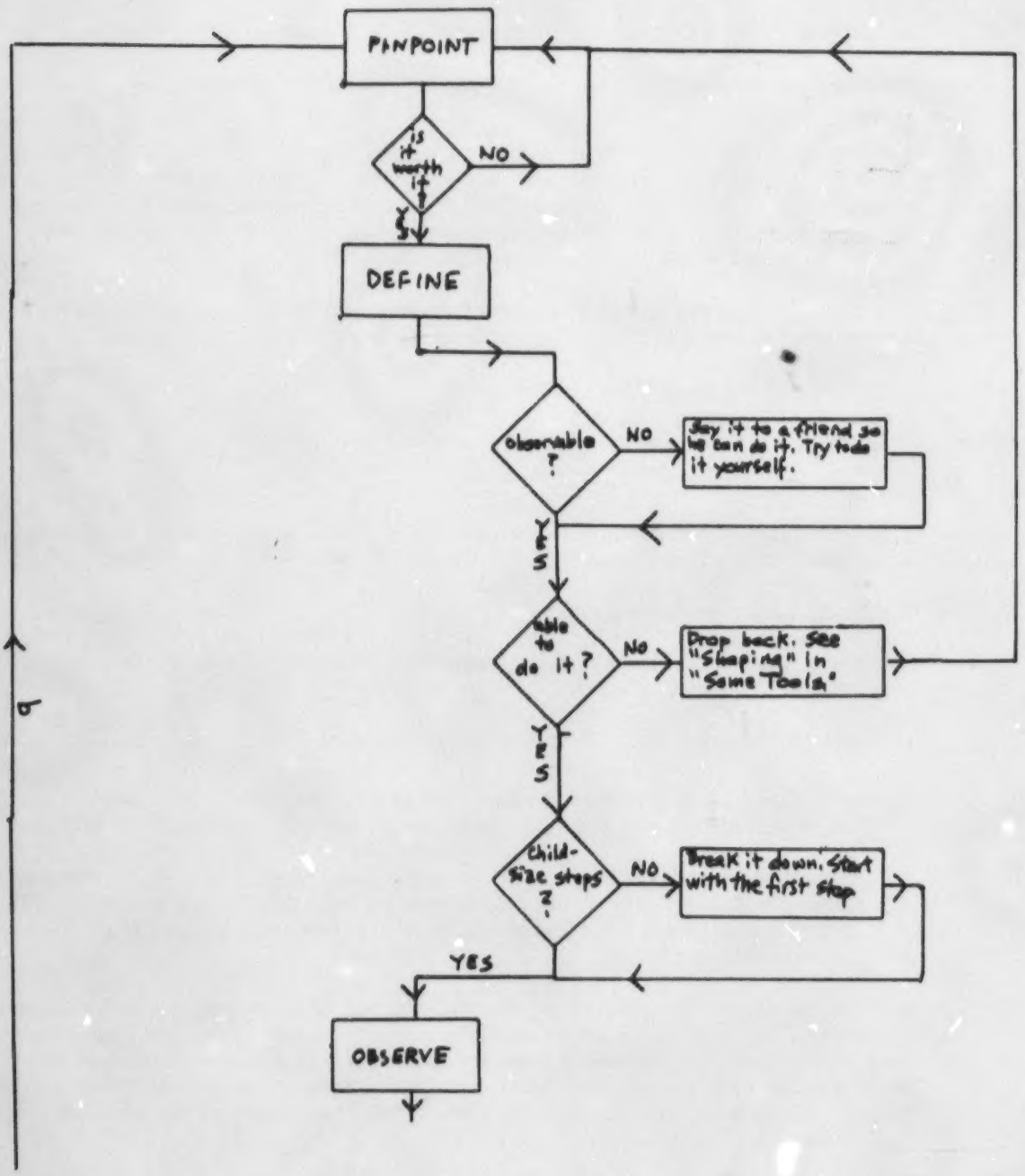
c. do not revise the intervention as an on-the-spot response when the intervention isn't working — this will only reward the behavior you don't want. (E.g. do not say, "OK Fred, since you won't do this for two points, I'll give you ten points if you will.") Plan revisions and state them in advance.

4. When the behavior is well established — i.e., holds at a fairly consistent level for at least two weeks for minor changes, four-eight weeks for others — you can slowly phase out or modify the intervention. But make sure the changes are maintained and if the increase target drops, or the decrease target rises, it's too soon. Reinforcers should never be phased out entirely, just changed in frequency (less often), quantity (smaller amounts), or nature (more intangible) when the student shows he's ready.

V. RECYCLE

HOW TO APPROACH A PROBLEM BEHAVIORALLY

FLOWCHART



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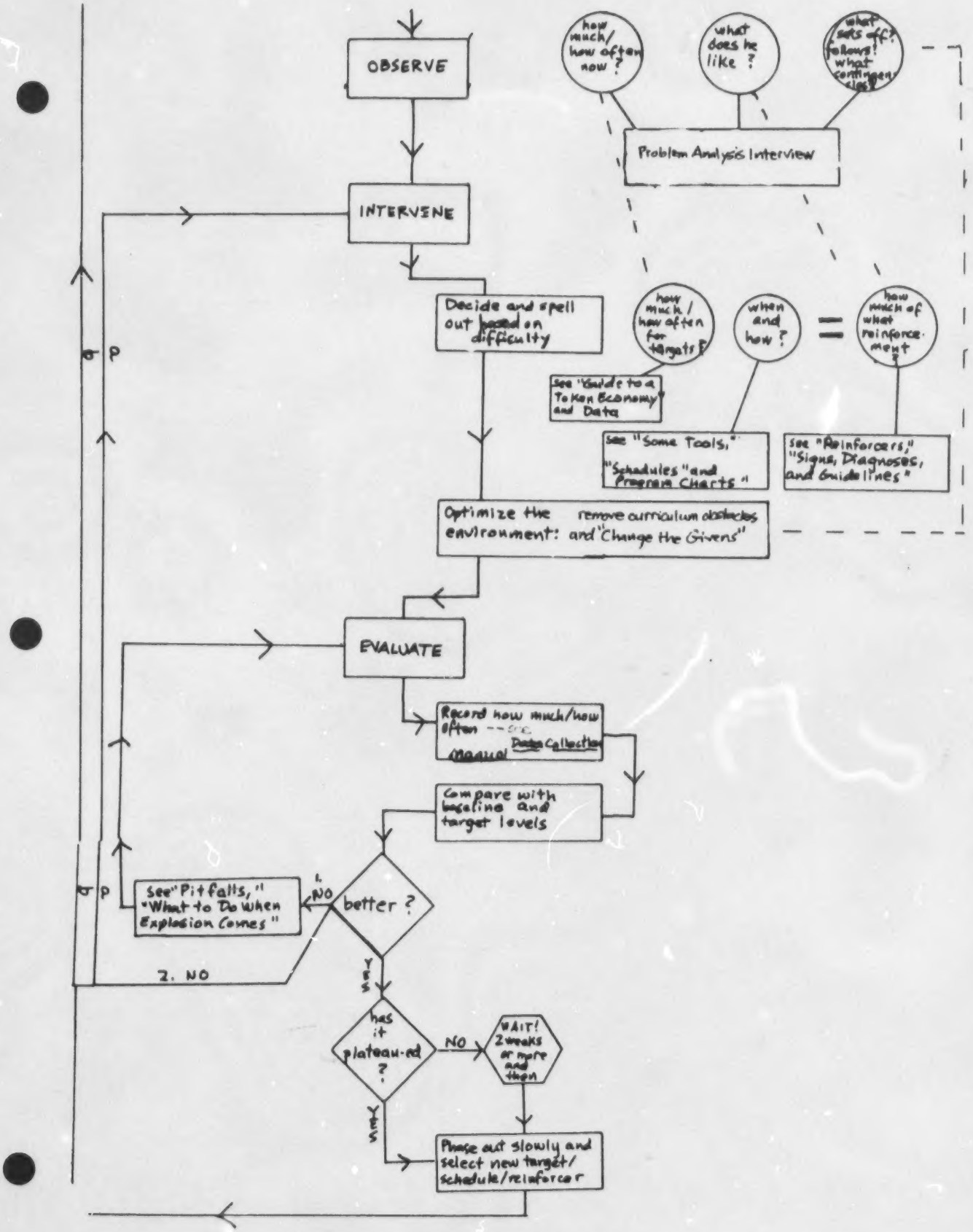

OBSERVE
how much/ how often now?
what does he like?
what sets off? follows? what contingencies?
Problem Analysis Interview
INTERVENE
Decide and spell out based on difficulty
how much / how often for targets?
when and how?
how much of what reinforcement?
See "Guide to a Token Economy" and Data
See "Some Tools," "Schedules" and Program Charts"
See "Reinforcers," "Signs, Diagnoses, and Guidelines"
Optimize the environment: remove curriculum obstacles and "Change the Givens"
EVALUATE
Record how much/how often -- Manual Data Collection
Compare with baseline and target levels
better?
1. NO
See "Pitfalls," "What to Do When Explosion Comes"
2. NO
YES
has it plateaued?
NO
WAIT! 2 weeks or more and then
YES
Phase out slowly and select new target/ schedule/reinforcer
p
p
p

STEP 1: PINPOINT/DEFINE

The tools that Learncycle provides can make a dramatic difference with almost any classroom problem, but the first step is to define the problem in a concrete, objective way so that you can work on it. Defining it in terms of observable actions means you are sure to know it when you see it, you can easily assess changes, and you can communicate clearly with parents and other members of the team -- including the child.

(As important as whether a student engages in a certain behavior is when he does it. He may have no lack of "positive" behaviors, but poor discrimination of when they're called for. None of the behaviors above is absolutely positive or absolutely negative under any circumstances. Frequently the task is not to teach a child a new behavior, but to help him learn, through DRF (differential reinforcement), when and when not to engage in the behaviors he knows.)

So, in pinpointing and defining behavior, you need to include two parts to your definition, similar to the first two parts of a performance objective. These are the "Given" -- the situation, task, instructions, or curriculum you want the student to respond to, and what the "Student does" -- the behavior itself. This is critical for mainstreaming problems which so often involve the student doing the right thing with the wrong "given" --for example -- now

Given -- 3 reminders Student -- hangs up coat

where your target is --

Given -- walking in the door Student -- hangs up coat.

Remember --

A behavior is an observable action which has a start and a stop. This includes a multitude of very diverse-seeming things. Two main categories are used in the literature on behavior modification in the classroom:

Social Behaviors: In the classroom, the non-academic behaviors (although they greatly affect the academic behaviors). "Social" does not necessarily mean gregarious or friendly, but denotes any kind of behavior related to other people, society (and probably learned in one's interaction with other people).

Social behaviors often considered positive include playing with other children, carrying on a conversation with others, cooperating.*

Social behaviors often considered negative include hitting other children, cursing, withdrawing.*

Academic Behaviors: All behaviors directly related to academic or instruction. This includes all the things we call academic skills. You can say that the behaviors are the skills, or that they are the performances that show us what skills are present and to what extent. Either way, the behavior is our point of contact with the black box.

Writing answers to questions, answering questions orally, writing answers to 2-digit subtraction problems, turning in an assignment, turning in an assignment on time, pointing to an apple, manipulating Cuisenaire rods, can all be academic behaviors. We're also interested in the content of the actions: answering questions in certain ways, turning in a complete and accurate assignment, pointing to the apple when asked to point to a fruit, at some point manipulating the Cuisenaire rods, or making a statement, to show that a mathematical concept has been learned.

Fill in your target(s) on the Problem Analysis Worksheet in this Manual, or on the PAW Card your Trainer distributes. For every decrease target, try to find a positive, replacement behavior to build. In many cases, you will not need to specify a decrease target, for he will do less of the problem (for example, incomplete assignments) simply by doing more of your increase target (complete assignments).

*remember, these are classes of behavior, and have a number of constituent behaviors which could be further defined

PROBLEM ANALYSIS WORKSHEET Part One

A plan of analysis and action!

1. PROBLEM Decrease: Given Student Does

Increase: Given Student Does

CERTIFIED AS OBSERVABLE, MEASURABLE, AND NOT FUZZY BY:_____(partner initials)

2. OBSERVE -- FOR ASSESSMENT

PLAN FOR OBSERVATION: WHEN Activity or Time:

UNITS/UNITS

OBSERVE -- FOR ANALYSIS

INTERVIEW DONE?_____

WHAT YOU KNOW NOW:

CHANGES NEEDED:

PROBLEM ANALYSIS WORKSHEET Part Two

Don't fill in till you finish Section III

3. INTERVENE using your knowledge of problem, principles, and tools

INTERVENTION PLAN

a. CHANGE IN YOUR BEHAVIOR (when he_____, I will_____ or-- I won't_____)
This is your message to yourself about which important teaching tools you want to use in your interaction with this student

b. CHANGE IN OTHER CONSEQUENCES (for example, reinforcement system)

c. CHANGE IN "GIVENS" (task, situation, instructions)

BOTTOM LINE --
If there is likely to be any negative behavior (decrease target) where you must intervene --
State it clearly so you know it when you see it:

State your plan of your response and any other consequences:

SECTION II

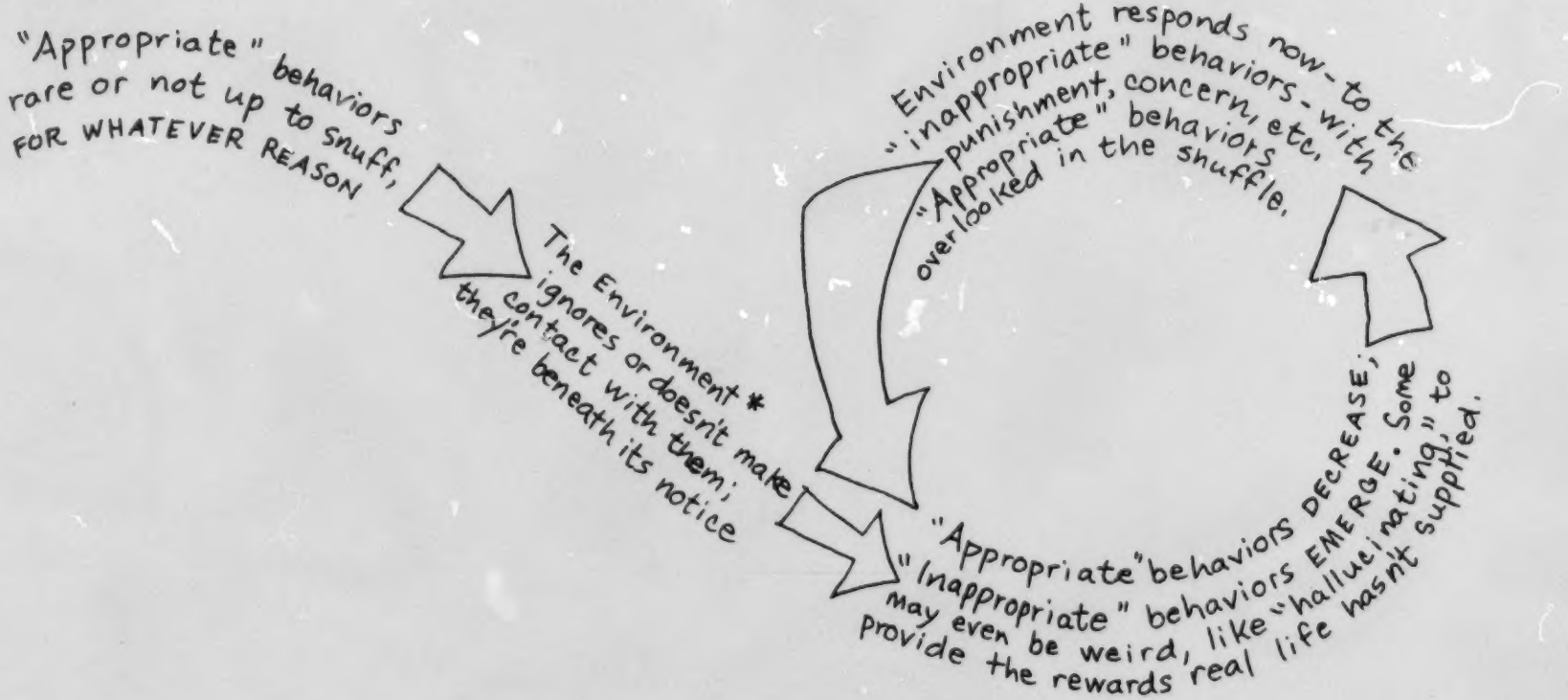
STEP 2: OBSERVING FOR ASSESSMENT AND ANALYSIS

before you begin, please reflect a moment on --

FAILURE AND SUCCESS CYCLES

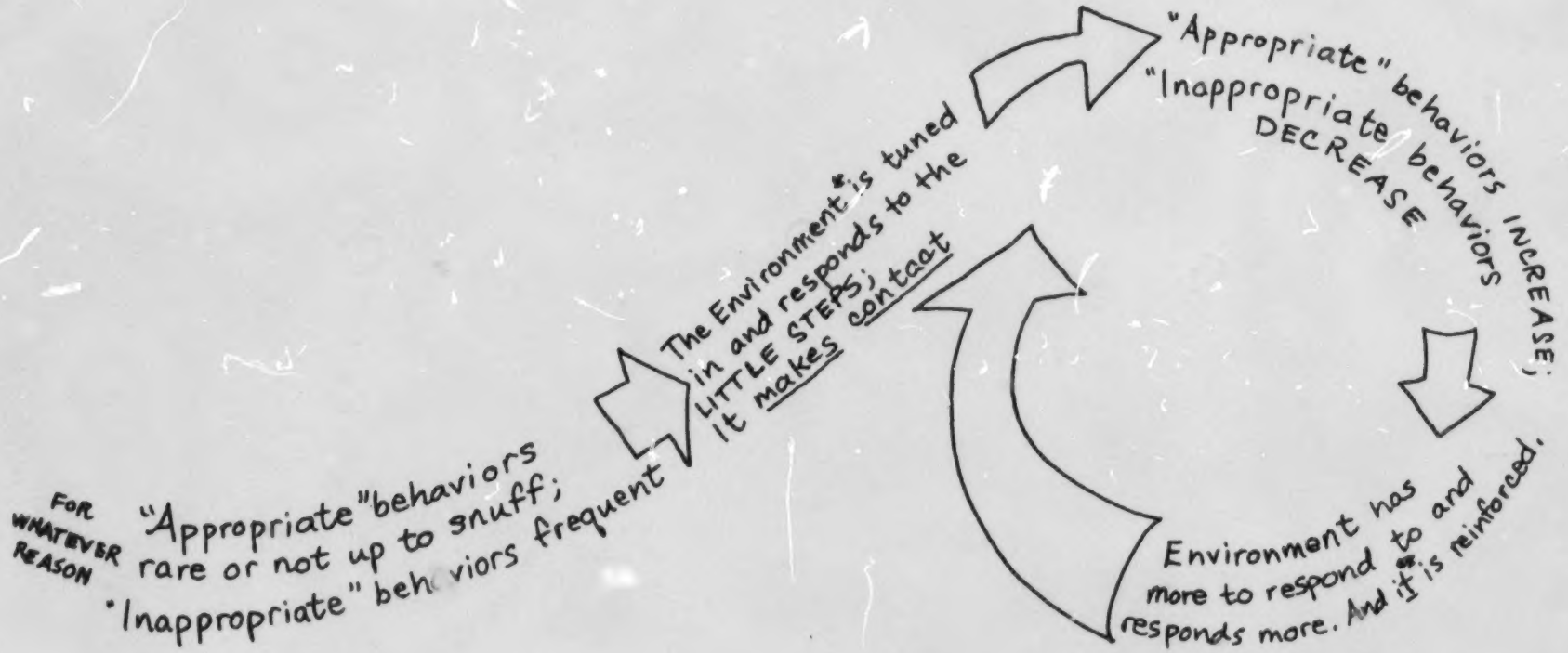
The Failure Cycle is a depiction of how things probably got to the state they're in, before you have intervened. The Success Cycle is what, by intervening, you are going to set in motion.

The Failure Cycle
Them That Don't Have, Don't Get


"Appropriate" behaviors rare or not up to snuff, FOR WHATEVER REASON
The Environment * ignores or doesn't make contact with them; they're beneath its notice
"Appropriate" behaviors DECREASE; "Inappropriate" behaviors EMERGE. Some may even be weird, like "hallucinating," to provide the rewards real life hasn't supplied.
Environment responds now - to the "inappropriate" behaviors - with punishment, concern, etc, "Appropriate" behaviors overlooked in the shuffle.

* The Environment can be you, his peers, his family, curriculum materials, etc.

The Success Cycle
Setting it in Motion


"Appropriate" behaviors INCREASE;
"Inappropriate" behaviors DECREASE
The Environment* is tuned in and responds to the LITTLE STEPS; It makes contact
FOR WHATEVER REASON "Appropriate" behaviors rare or not up to snuff;
"Inappropriate" behaviors frequent
Environment has more to respond to and responds more. And it** is reinforced.

* The Environment can be you, his peers, his family, curriculum materials, activities, etc.
** Only of course in the case of animate beings.

OBSERVING FOR ASSESSMENT

It's essential to know how severe the problem is in order to evaluate success and, even before that, know how powerful your intervention strategy must be. It also helps to be able to see success where, for example, a student completes only 10% of assignments before your strategy, 20% after -- it wouldn't feel like much progress unless you had a "baseline" that showed that his rate had doubled!

In Learncycle, we provide a Pre and Post Rating form for your evaluation of the problem(s) you're working on, before and at intervals after you use a Learncycle strategy. Rating on this 1-7 scale is a useful but subjective assessment, so we recommend some objective recording to back this up and give you a solid reference point for your rating.

How often to record: Some behaviors you are probably keeping track of already -- attendance, assignments done, trips to the office. Your record book is, then, a "data collection" form if you are working on any of these targets with certain students.

Some other behaviors can happen only at one or two times or activities each day, such as playing cooperatively at recess, or putting things away in the morning, or social studies problems done. A daily record is relatively simple, and, in many cases, the student can keep his own record -- on a progress plotter or a card on his desk -- which you can doublecheck every few days (and praise and reward him, if necessary, for accurate recording).

Other behaviors may happen too often to record each time. In this case, choose a typical daily time or activity to sample the behavior, and record it consistently at this time or activity each day.

Often a reinforcement system -- like a daily checklist or a wallchart -- has a behavior record built right in, because it shows the number of checks, or stickers, or points, the student earned, out of the total possible, so you can find the percentage of the desired behavior. Sometimes the entire reinforcement is simply this feedback of seeing progress -- something we want to work toward with every student.

Units: You need to decide in what terms you will record the behavior. There are always two parts to this. Some things make most sense as a percentage: "Assignments completed" out of "Total possible assignments," for example, works out to a percent. Units are "Assignments completed" out of (/ on the PAW) units (assignments possible).

Sometimes, where no fixed number are possible (for example, you wouldn't do "tantrums" out of "tantrums possible"), you will record units/time -- per 10 minutes, or per day -- which comes out as a rate.

The Learncycle Data Collection Manual has additional, detailed information on many recording systems.

OBSERVING FOR ANALYSIS

The following 8 questions provide critical information that will help you develop the simplest, most effective strategy to solve the problem. Having a colleague interview you using these questions, or asking them, informally, of yourself, will help you avoid putting a lot of energy into the wrong areas, because you will be able to begin to zero in on the things that need to be changed to change the student's behavior.

These questions get at how the principles of behavior analysis are operating now in affecting your student's behavior. It's important to review those principles to see why and how the Problem Analysis Interview will be used. So, before doing the Interview, please turn to the next page.

PROBLEM ANALYSIS INTERVIEW

1. WHAT'S HAPPENING?

2. WHEN DOES IT HAPPEN?

3. WHAT DO YOU DO?

4. WHAT DO THE OTHER STUDENTS DO?

5. WHEN DOESN'T IT HAPPEN?

6. WHAT DO YOU DO?

7. WHAT DO THE OTHER STUDENTS DO?

8. WHAT IS IMPORTANT TO HIM/HER, AND HOW DOES HE/SHE GET IT NOW?

PRINCIPLES OF BEHAVIOR ANALYSIS

If we deal with students' learning—and our own teaching—in terms of the behaviors (concrete and observable actions which have a start and stop) involved, we immediately gain some advantages we didn't have before. One, teacher, student, consultant, parent, know exactly what we're talking about now, and also six months from now. This not only makes it much more likely that sound planning and evaluation can be done, but it usually helps teacher, child, et al collaborate more effectively in the learning process.

Two, a wealth of discoveries from learning-theory psychology become available and useful in day-to-day classroom operation. The research on precisely why and how people (and others) learn to do what they learn to do, which has traditionally been skimmed over in teacher training as if it had little relevance to anything real, becomes applicable to the constant and complex challenges teachers face.

These are some of the discoveries:

1. Behaviors are learned, which also means they can be unlearned.

2. Behaviors are learned, to a great extent, as a function of their consequences (or reinforcement). That is:

PEOPLE DO MORE OF WHAT WORKS

   a. a behavior followed by a consequence one likes (positive reinforcement) will occur more often (and be learned).

   b. a behavior which gets an event one doesn't like, to stop (negative reinforcement) will also occur more often (and be learned). "Avoidance" is a big part of some students' lives.

PEOPLE DO LESS OF WHAT DOESN'T WORK

   c. a behavior followed by a consequence one doesn't like (punishment or the removal of something nice) will occur less often (and be unlearned)— but watch it! See (6) below.

   d. a behavior followed by no consequence (ignored) will also occur less often

3. Positively reinforcing the little steps towards a goal behavior (shaping) is an effective way of teaching that behavior.

4. Different consequences are reinforcing to different people.

Simple? Unremarkable? Yes. But the systematic, consistent (and thoughtful) use of these principles can dramatically change any classroom, whether you teach a regular elementary class, a special education class, an ungraded, informal class, or high school history; these principles apply, are operating right now, and can operate more effectively if you use them deliberately. You don't need to grade and close up your open classroom, or forfeit your own style and insights: you will, in using these principles, need to pinpoint exactly what you're after in your open classroom or what goes into your style, and your students' learning. So:

5. Systematic use of reinforcement can change behavior—anyone's behavior.

6. Punishment and negative reinforcement are not as effective as ignoring and positive reinforcement, in changing behavior, because

   a. it doesn't tell the person what he can get positive reinforcement for

   b. the person using it becomes someone to avoid

   c. the person using it may be reinforced (it works quick, even if it doesn't last) and come to use it more and more

   d. it can suppress many behaviors besides the one it's aimed at

   e. emotional side effects will occur

There is a lot more in the application of all this, than meets the eye. Therefore, read on. "How To Approach a Problem Behaviorally" is your overall guide. The flowchart will refer you to appropriate sections of the manual, and the written explanation is the foundation of behavior analysis, the basic way any program, with one behavior or thirty children for a whole day, should be laid out. Each of the other sections covers, in detail, some aspect of the principles outlined here.

As you read, whatever else you are doing, do this: one, analyze your own class, or some part of your own class, as it is now, in terms of how reinforcement is operating (schedules, negative and positive, shaping, etc.). Be a detective. Two, we've found the people who get the most out of this are those who try it on themselves first. So, use the HTAAPB steps on one behavior of yours which you'd like to change. Count it and graph it (see "Charts") for several days. Then, intervene (change the consequences and/or the antecedents). Set a target and reward yourself for hitting it, but use reinforcers meaningful to you. Continue to count and graph. Hopefully it will change, with less pain and aggravation than you expected. Recycle if it doesn't. Now you're really ready to try it out in your class.

HOW TO USE THE PRINCIPLES OF BEHAVIOR ANALYSIS TO UNDERSTAND THE PROBLEM:

Overall, the Problem Analysis Interview should reveal how the principles-the laws of learning that affect all people -- are operating now, and give you some initial hunches about why he does what he does, in terms of things you can change, and, finally, suggest some keys to success for this student.

Specifically, the questions get at--

Q. 1: A general picture of the situation, possibly including what has already been tried, and, if the problem has not yet been pinpointed, this may suggest some possibilities. For the consultant using the Interview with a consultee, this is a chance for them to give you background and some of their feelings about it.

Q. 2: What situations or, as we defined how we look at behaviors, "givens," may set this off now.

Q. 3: Possible, unintentional ways this behavior is "working" for the student. Even if the response happens rarely, is it possible the student, in some way, wants it? Is he testing for it?

Q. 4:

Q. 4: Possible ways their reaction is also "working" to keep him doing it. If so, this means you would need to enlist the class support for any problem solution. Ways to do this are given in Section III.

Q. 5: Possible "givens" and situations to build on and build in: the keys to success. This question should get at the student's strengths, even if they are not often visible.

Q. 6: Perhaps your response to his not doing the problem behavior is not clear enough or soon enough.

Q. 7: Same as above. He may need the approval or encouragement of his peers for his positive behavior, and he may now be getting it only for his negative behavior.

Q. 8: This may give you clues to possible reinforcers, especially if it seems like you can't think of any: What does he do when he can do whatever he wants to? Remember, it may not be what we usually think of as a reinforcer -- for example, telling you a story about his activities last night may be what he likes to do more than any game or free time activity.

This may also reveal situations to change if the student -- as happens in the best of classrooms sometimes -- gets to do these things for doing nothing or even for acting up.

Depending on what emerges in your particular case:

	GIVENS --	CONSEQUENCES --
REMOVE OR REDUCE IF POSSIBLE:	that may set off neg (Q2)	that may reward neg (Q3,4,8)
	that may block pos (Q2) (possible obstacles)	not enough reason to do p (Q 6,7)
BUILD IN OR INCREASE IF POSSIBLE:	that may enable success (Q5)	that can reward pos (Q8;3,4)

SECTION III

STEP 3: INTERVENE

From the Problem Analysis Interview, you now have an idea of what is keeping the student doing the wrong thing, and what may be preventing him from doing the right thing, and what situations you want to capitalize on to build on his strengths. Keeping the principles of behavior analysis in mind, you know that you can change only one or both of two things, in order to change the behavior:

You can change the "Givens" -- the situation, task, or instructions, and/or you can change the Consequences.

This section will present a broad repertoire of consequences, teaching tools, and "given" adaptations you can adapt to develop your own unique plan on the Problem Analysis Worksheet. The plan you develop should fit your student and you -- your style and your goals. However, any plan should take into consideration a couple of basics. Any plan that does not take these into consideration will probably fail.

The basics are:

Clear rules (your expectations for behavior) expressed in terms he can understand. Draw a picture, demonstrate the rule, even videotape it, but make sure he knows exactly what it means. The Interview, question 5, may have suggested some kinds of situations where the student responds well, and this may give you some ideas about the kinds of instructions (verbal? written? demonstrated?) he understands best.

Clear academic expectations: you may need to spell out exactly what "complete assignment" means, maybe even show a "model" of a complete assignment.

Consistent and clear in advance, so your student(s) know what they have to do --
and what happens if they do it,
and what happens if they don't do it.

Includes consistent teacher behavior -- not tough one day, lenient the next -- students will play on this.

If there are consequences for "negative" behavior -- that is, punishment -- make sure it doesn't backfire, that is, is not something the student, in a strange way, likes. Make it clear -- simple -- neutrally applied -- and consistent.

A good model for these consequences is to simply state the rule -- don't discuss it or negotiate it at the moment it's being broken -- and enforce it. Have any discussions about it at another time, when the possible "payoff" of a discussion or argument will not reward the behavior.

General Rules About Reinforcers

1. This is a list of reinforcers that have been effective with various children at various times. The best list is one the children make themselves, or the teacher makes, based on observation of what the children like to do.

2. More important than the reinforcers is what is being reinforced, and how, and when (the contingency): e.g. offering a Cadillac as a reinforcer for "being good all week" will probably be less likely to motivate a child to do math problems than making 10 minutes of an activity he likes contingent on completing a specific number of correct math problems.

3. Use reinforcers on the child's level. A generally motivated student who is very careless in answering comprehension questions probably does not need a tangible reinforcer; a child who is first learning to speak at the age of 10, probably does.

4. What are you reinforcing? If the activity is geared to the child's level and skills and interest, you'll probably find you don't need much of a reinforcer; wherever possible, let the reinforcement be built-in. E.G., immediate feedback can be a reinforcer; making a progress report can be a reinforcer; satisfied curiosity can be a reinforcer; a sense of accomplishment can be a reinforcer. Clearly the curriculum must be carefully individualized to be self-reinforcing in these ways for individual children.

5. Letting students select reinforcers may surprise you. What may seem trivial to us may be very important to them.

6. The goal is that the teacher's approval, and even better, the activity itself and the child's own sense of achievement, become the reinforcers. Everything else is a temporary aid in motivation. Of course, without those "temporary aids" most of us would be quite inactive.

7. Not only is it important to know what's reinforcing for each particular child, but it's important to make sure he can earn or achieve it, and to make sure, at first, that he does, so he believes it.

8. Let the parents know what you're doing with reinforcers, and why — particularly with tangible ones. (see "Involving the Parents")

9. Reinforcers can increase in value by being visibly valuable in your eyes, or in the eyes of any respected or admired person (for adolescents, peer opinion may be most important); and by being available on a limited basis.

List of Reinforcers

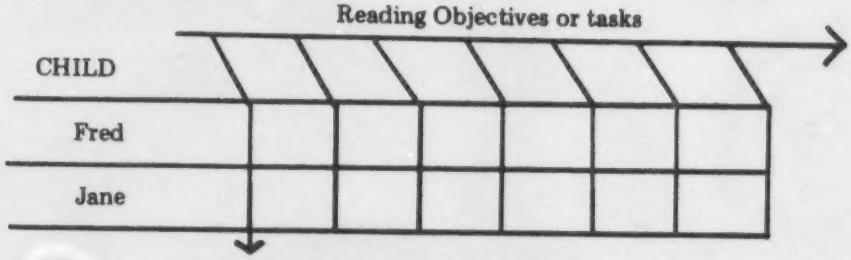
With this in mind, here are some reinforcers that have been used successfully. In your class, you will undoubtedly have some of these be "free," while others are contingent on performance.

In-Classroom Privileges

- Any "high probability" behaviors for an individual student, or for lots of students. Homme and Tosti (1971) have written the book on this. What things is it "highly probable" the student will do, if it's up to him? These will reinforce any "less probable" behaviors (things he's not so likely to do, if it were up to him.) they follow.
- Going to the bathroom without having to ask permission.
- Sharpening pencil without having to ask permission.
- Any other special privilege without having to ask permission.
- Using typewriter, cassette, language master, etc. if there are any, for specified time.
- Using a punching bag, if you have one, for a specified time.
- Playing stock exchange (earning money to play), earning 'checks' for bank account they can draw on, charge various activities to, having a 'store' with small items, etc. (Math can be worked in to this in a meaningful way.)
- Free time activities - making a bulletin board, games, special projects, reading car magazines, reading trade books, making poetry journal, newspaper, earning $2 cameras for photography project, roleplaying time, skits, etc.

- Colored badges to indicate child has earned privileges, e.g. right to free time activity for day, week, more, special project, etc.
- Extra art, music, gym.
- Helping or tutoring a classmate.
- Teacher's attention, smile, praise.
- Preparing and giving a lesson, demonstration, etc. on a subject that he chooses.
- Being the teacher for a specified time.
- Working individually with the teacher for a specified time.
- Extra work on desired academic activities.
- Hand clap or other form of approval from class.
- Graphing or otherwise keeping own progress record. E.g., all behavioral objectives for class can be on a big chart, or each student can have his own chart or graph.

Class Chart



White sticker for "Needed," Blue for "Working On," Red for "Completed." Teacher puts up white; child puts up blue and red as he progresses. (Thanks to A. Muesser)

Child given lesson packet at beginning of day or week, and can work independently, arranging order of lessons as he so chooses, with tickets for "free" lessons or time selected and earned after x number of assigned lessons; try the Chinese menu approach.

- Specifying <u>own</u> target behaviors on index card, specifying own contract, etc. and keeping own progress record.
- Certificates or diplomas signifying various accomplishments, if possible printed by high school print shop.
- "Team" leader on projects, etc. for week.

Out of Class

- Safety patrol
- Escort for visitors
- Liaison with main office.
- Other positions of (appropriate) responsibility or prestige in school.
- Tutoring younger child.
- Working in another class where special curricula, etc. available.
- Operating a.v. equipment.

Group Privileges

- Trips: parks, zoos, candy factories, trip to N.Y.C. police boat, fireboat (can sometimes be arranged to have children ride), ASPCA, Christmas shows at shopping centers, special events, sports, visit to another class or school.
- Free time at end of day; game time at end of day.
- Earn privilege of selecting a <u>teacher</u> behavior to increase or decrease — child earns privilege to be the "counter" or the grapher for one day — contract where <u>class</u> must figure out how <u>they</u> can reinforce teacher for desired change.

- Special films
- Desired "special" activities class chooses — group project.
- Having members of another class visit for a tour: tour director, guide, sights of interest, etc.; for a special activity not normally available (especially good for special ed class to increase status with the rest of the school) wrestling, nok-hockey, dancing, crafts, music lessons, etc. (Thanks to P. Graubard)
- Have class design a school — see what aspects of it can be incorporated into your class design and have them earn this.
- It can be helpful for children to gain an awareness of how reinforcement works. E.g., a mini-psychology unit in "How Do We Reinforce Each Other?" complete with roleplaying; How do you feel when . . .? What do you do when Fred . . . ? How can you help Jane to . . . ? What happens when you hit Tom when he's playing with you? etc.
- Pizza parties, cookie time, etc.
- Time to play records they bring in.
- Earning towards enough money to adopt an orphan — or other special projects class chooses.
- Magazine subscriptions for the class, or other special materials.
- Earn privilege of (after you've modelled this for quite a while) selecting special targets, dispensing reinforcers, managing contingencies, etc.

Tangible

- Food — cookies, M&M's, lifesavers, sodas, ice cream, pretzels, pizza, etc. Child must like this and it should be used with discretion, paired with praise and with goal to phase out when possible. Food is helpful as a generally sure-fire reinforcer in the early stages (that's how we all began), but avoid making students rotund.
- Pens, little notebooks, paperback books, 45 rpm records, model cars, airplanes, (hot wheels, etc.), crayons, watercolors, tickets (cheap) to rock shows, cheap neckties, little flashlights, puzzles, games, "grab bag", Spaldeen rubber balls, inexpensive sports magazines, ribbons, combs, grooming aids, knitting needle counters on which to count own selected target behavior, graph paper on which to graph it — check the dime store!

Installment reinforcers, for kids who have an interest in one area which is deep enough to be sustained, can have double the value they'd have separately, because they fit into a meaningful whole:

- gerbils or hamsters and the various accoutrements of their environment
- fish (many varieties) and aquarium supplies
- books or comics in a series
- mystery stories, chapter by chapter (this is perhaps unconscionably cruel unless used by the individual in his own contingency management program, etc.)

Reinforcer Display

You can extend the value of your reinforcers, and avoid the satiation or I-don't-want-anything problem by using an R-E Menu (Homme and Tosti, 1971). The idea is to let the students see, written and pictured, the whole kaboodle of available reinforcers, like a big menu on the wall or on their desks, which they can choose from depending on what amount of points, stars, time, etc. they have earned, or what activity they have completed. If you can't draw the thing or activity, you (or the students) may be able to find appropriate magazine pictures. Note the "price" of each one, or have different menus for different levels — more or less "expensive" reinforcers or those available daily, weekly, etc. "Retire" some reinforcers and bring in new ones periodically (like "31 Flavors") to keep interest high. See "Charts" for examples.

SOME TOOLS FOR BUILDING COMPLEX BEHAVIORS

(With Group And Individual Exercises)

BEHAVIOR-SPECIFIC PRAISE:

Simply, name the thing the student is doing right, rather than just saying "Good." This builds a sense of cause-and-effect, reduces superstitious behavior. By using behavior-specific praise to the neighbors of a student who is off-task, you can painlessly remind him of the rules (you are saying the rules by naming what the neighbors are doing) without getting you into a tug-of-war with the off-task student. This simple tool works!

MAKING INDEPENDENT WORKERS:

Some students have fallen into a learning pattern where they keep getting your attention for what they can't do. There is only one way to reverse this. Find some activity you know he can do independently. Then show him that, for doing a small part of it, he will get your help with the next part; only help him when he has done some small bit on his own, so that you are reinforcing independence -- however small -- instead of dependence. Gradually (shaping) increase the amount of independent work, decrease the amount of help.

SHAPING:

Gradually changing the response. What you can do when the goal behavior does not exist in the individual repertoire - i.e., he doesn't or can't do it now, or does it so rarely that it can't be strengthened by reinforcement. That is the terminal behavior - the objective. To get from where he's at to the terminal behavior, select an initial behavior which occurs fairly often and which is a prerequisite for the terminal behavior. Thus, this initial behavior happens more often, it will increase the probability of an occurrence of the terminal behavior, or an intermediate behavior, which can then be reinforced.

Successive approximations to the terminal behavior are reinforced; other behaviors which veer away from the terminal behavior, are not. When the initial behavior is well established and the next approximation begins to occur, then reinforcement is transferred to that behavior.

It's often hard to recognize the initial behaviors out of which complex terminal behaviors can grow. Sensitizing ourselves to pinpoint and recognize these — and therefore reinforce them — can quickly shape behaviors we'd never have thought could happen. Clearly, if we will only reinforce the terminal behavior, and do not reinforce approximations, the rate of that approximation will decrease, and the terminal behavior becomes even more unlikely. See "Failure Cycle" and "Success Cycle".

Shaping (Group Exercises) (also provides practice in reinforcing and kinds of reinforcement)

1. Play one quick round of Charades.
   Afterwards:
   a. What was the terminal behavior (or performance objective - they're essentially the same thing) for the person who was guessing?

      _____

   b. What was the initial behavior?

      _____

   c. What were the reinforcers?

      Positive _____
      Negative _____

   d. What were some of the little steps (successive approximations) between initial and terminal behaviors?

      _____

2. Play Button-Button. Only with new rules:

Define 4 zones (when the "It" person is out of the room): Cold, Cool, Warm, Hot (closest to button). Play the game five ways. Let different people be It in each one. Have someone with a sweep second hand time each game.

1. Do not reinforce (i.e., "you're getting warmer") unless It is in the hot zone. Ignore his behavior in any other zone.
2. Don't reinforce unless he's in the cold zone. This is punishment for entering the cold zone, and negative reinforcement for getting out of it. (You're ice cold, Wrong! Stupid!, etc. - make it vigorous.)
3. Reinforce in the same way as (2) only tell him he's cold, wrong, etc. when he's in any of the zones but Hot. (Ignore him if he stumbles into that zone.)
4. Let one person with a sweep second hand be the reinforcer. Reinforce only at 10-second intervals, depending on zone: "Cold", "Cool", "Warm", "Hot".
5. Play the game normally, with continuous warmer-colder cues and reinforcement.

a. How long did it take in each variation to find the button?

1 _____ 3 _____

2 _____ 4 _____

5 _____

What was the most efficient method?

b. Were there any side effects or by-products in (1)?
If so, what kind?

How did It feel? How did the group feel?
— in (2)? — in (3)? — in (4)? — in (5)?

Do these relate to the "by-products" in the chart?

Shaping (Individual Exercises)

1. List one academic and one social behavior of (a) student(s) which have been shaped (over time) by you, or by instructional materials. For example, a programmed reading workbook (stimulus situation) may reinforce (by feedback) the behavior of circling the vowel "a" in bat, and after 20 pages call for and reinforce filling in the whole word "bat".

Stimulus Situation	Initial Behavior	Terminal Behavior	Reinforcement
a.			
b.			

2. List two behaviors of yours which have been shaped by students.

Stimulus Situation	Initial Behavior	Terminal Behavior	Reinforcement
a.			
b.			

3. Choose a behavior, of someone you see each day, to shape. For example, can you get somebody who only nods at you in the hall to say, "Hello there. How are you?" or something approximating that? A professor, to talk more on a particular topic? Note your plan in the chart, and the results.

	Stimulus Situation	Initial Behavior	Terminal Behavior	Reinforcement
PLAN				
RESULTS	Same	Same		

FADING (errorless training, or stacking the deck):

Here you set up a can't-miss situation, based on what you know the individual can do, and then you gradually change the situation so that he keeps doing the same thing, but because the situation, or stimulus, is changing, he's in one sense learning a new behavior. For example, skillful reading entails recognizing very minute differences in stimuli. By starting off with 2 stimuli which are very dissimilar — e.g., RAT and XXX — and reinforcing the recognition (pointing to RAT when we say, point to "RAT", while pointing to XXX would be ignored) we can gradually fade the XXX into BAT so that the individual never makes a mistake and eventually learns to discriminate between these two very similar-looking words. Note that the behavior is in this case still just pointing; what's been taught is a sophisticated stimulus discrimination (one of two), technically not a new response; but it is a part of reading. This technique has been found especially powerful in teaching skills, which previously had seemed too complex, to very slow learners.

Other methods when the terminal behavior occurs at a very low rate, if at all:

PRIMING (like priming the pump):

Actually leading the individual to or through the behavior, and continuously reinforcing as he goes, until he can do it on his own, when it could be reinforced intermittently. Used with care, when you want to get the behavior started, it's within the person's physical ability, and it's unnecessarily time-consuming to wait for it to occur in order to reinforce it.

MODELLING:

Individuals can learn through "vicarious reinforcement"—i.e., by seeing (significant) others do X and be reinforced, or do Y and not be reinforced, or do X under condition A and be reinforced, and do it under condition B and not be reinforced. Modelling can help a child learn a new skill by seeing it demonstrated by someone else, particularly if he sees that skill reinforced. But modelling can have little effect if what's being modelled is way over his head, or he thinks it is, or the reinforcement used would not be meaningful to him.

Both priming and modelling are involved in role-playing and behavioral rehearsals.

Priming and Modelling (Group Exercises)

1. Have someone volunteer to teach other members of the group how to swing a tennis racket (use a paper towel tube or blackboard pointer if there's no racket around). Have him/her teach a third of the group using modelling, a third using priming, and a third using only verbal stimuli (instructions) and reinforcement. (If too many people already know how to swing a racket, or serve, choose a skill from a more arcane sport at which one group member is adept — parallel ski turn? fencing lunge? butterfly stroke?)

   Discuss the relative advantages and disadvantages of each method, both from the instructor's and instructees' viewpoints.

   What other behaviors lend themselves to priming as a method of learning them?

2. Have three people volunteer to model a behavioral technique or techniques (contigent praise, using tokens, ignoring disruptive behavior, shaping, etc.) which they have used successfully in their class. (Several group members roleplay students.) Discuss.
   (see also Task 4)

Priming and Modelling (Individual Exercises)

1. Describe three ways you already use priming in your classroom.

   a. _____

   b. _____

   c. _____

2. Can you think of any cases where shaping would be a more desirable way of initiating a behavior than priming? Why?

   _____

   _____

3. Can you think of an instance where you've learned to do a behavior through modelling? An instance where you have learned not to do a behavior, through modelling?

4. What is the meaning, in terms of modelling, of "making an example" of a child? Are there reasons why this might not be very effective?

5. Select a skill which you will teach to the class, or a small group, through modelling. What are the individual behaviors that make up the skill? Who will you select to demonstrate the skill? Why? What reinforcers will you use? Will this be meaningful to all students in the group?

SKILL	COMPONENT BEHAVIORS	MODELLER(S)	REINFORCERS

What results did you get? How would you use this technique in the future?

TRIGGER TRAINING (STIMULUS CONTROL):

For a situation with right behavior/wrong given, especially "bad habit" situations, such as the student who hangs up his coat only after nagging, or never flushes the toilet, where you want him to do the target behavior automatically -- lead him back through the behavior but not from where he made the mistake -- but rather from the step before he made the mistake. You want to make that step the "trigger" for the right behavior -- instead of your reminder being the trigger.

SAMPLE TOKEN ECONOMY

This is a sample which includes important components of a token economy; specific details are not intended as anything more than examples.

ACADEMIC BEHAVIORS

Each child is given a packet of 7 lessons per day. He is given 20 minutes to complete an assignment which he can complete, according to specified criteria, in that time; 10 minutes is allotted for correction. 7 lessons x 30 minutes = 210 minutes or 3½ hours for academic instruction.

Harder assignments should come before things like cassette, language master, etc. For example, Sam's assignments might be:

Lesson 1	7 pages Sullivan
2	1 SRA card
3	Tape
4	1 math worksheet
5	Phonics We Use
6	Language Master
7	SRA computation skills

By interspersing "higher" and "lower" probability assignments, and varying the schedule from student to student, each child's interest is held and not everyone is assigned to the tape, language master, etc. at the same time. The student, the teacher, or a fellow student, checks the completed assignment, and then he proceeds to the next.

Lesson sheets are also given to the child for classes he attends in another room: i.e., if lesson 4 is math in Mrs. Lloyd's room, Mrs. Lloyd is asked to sign her name to this sheet if the student did the assignment and followed the rules in that class. Meet with the other teacher to plan this specifically. Lesson sheets may also be used for outside play or even lunchtime if these are trouble spots, to shape behavior, but specific behavioral expectations appropriate to these activities must be formulated and made clear to the student.

SAMPLE SCHEDULE OF DAY

9:00- 9:30	Lesson 1. (If teacher checks assignment, child may remain in seat and color, look at a magazine, etc., while waiting. Timer used with social behavior should continue to ring.)
9:30-10:00	Lesson 2.
10:00-10:30	Lesson 3.
10:30-11:00	Lesson 4.
11:30-12:00	Outside play. Specify behavioral rules and have students continue to earn points for following them.
12:00-12:30	Lesson 5.
12:30- 1:00	Lunch
1:00- 1:30	Lesson 6.
1:30- 2:00	Small group assignments
2:00- 2:30	Lesson 7.
2:30- 2:50	Art or music
2:50- 3:00	Adding up points and entering them in bankbooks. Students might earn a bonus for adding correctly (i.e. not cheating) and math can be tied in here.

Where it is feasible and a powerful daily reinforcer is needed, bankbook-time can be moved up to be followed by time in a Game Room or Game Area if required levels of daily points have been achieved.

Reward System: Child earns up to four points for each lesson completed. Thus, he can earn up to 28 points for Individual Work. He also has the possibility of earning four points for lunch, afternoon group work, art or music. He can earn up to 40 points per day for academic work.

ACADEMIC TALLY (can be put on blackboard or individually on student's desk). Since each assignment is individually prescribed, each student should have an equal earning potential.

Students	Assignment 1	Assignment 2	Assignment 3	etc.
Laurie				
Ed				

SOCIAL BEHAVIORS

These should be posted on oaktag in large letters. They should be selected by the students and the teacher together, with the criterion being, What behaviors are necessary in order for learning to take place? They might be:

Sitting in Seat
Paying Attention to Task
Raising Hand for Question
Following Directions

Whatever they are, they should be as specific as possible, and not ambiguities like "Being a Happy Worker" or "Working Cooperatively."

SOCIAL TALLY (can be put on blackboard or on clipboard on teacher's desk, or small notebook in teacher's pocket)
When student is following all four rules when the timer rings then he earns a point or whatever the token is. This point should be entered, immediately, next to the child's name on the tally.

Students	Points Earned					Total for Period
Laurie	√	√	√		√	4
Ed		√	√			2

You may ring the timer often at the initiation of the program, to shape behavior quickly: remember to "catch the child being good," but do not signal when it is going to ring, or that and nothing else will be the cue for following the rules. Repeat the rules, neutrally, often: "When the timer rings and you are in your seat and paying attention to your work, then you will earn one point," and "Ronny and Steve earned a point because they were working hard and raising their hands if they had a question." The emphasis should be positive and not punitive, and your normal praise and attention should continue regardless of when the timer rings. Ring the timer at least five times during each period.

REWARD SYSTEM

Students can earn 5 points for social behavior in each period, or 35 points during academic periods alone. Students can earn 4 points for performance on each lesson, or 28 points; plus music, lunch, and play, this totals 40 points. Thus, each student has the potential to earn 75 points per day, at least.

There are three kinds of rewards:

Daily - when student has 25 points (after about three lessons) he has earned one cookie. When he earns 60 points or more in a day (performing at about 80%) he earns either admission to the game area, or a nickel.

Weekly - 300 points a week = full bowling time
275 points a week = reduced number of frames to bowl
250 points a week = reduced number of frames to bowl
So that, with this kind of reinforcer, no child has to stay in the class when everyone else goes bowling.

Monthly - 1000 points = Trip 1 (circa end of September)
2000 points = Trip 2 or party (October)
3000 points = Trip 3 or movie (November)
etc. and
2500 points = $1.00 (sometime in November)
5000 points = $1.00 (sometime in January)
8000 points = $1.00 (near end of year)

BANKBOOKS: Students keep track of points earned, and have the intermediate reinforcement of entering and adding these up, in bankbooks. Each child has two bankbooks: Weekly bankbook: daily points are entered here. Savings Book: At the end of the week, points are transferred to the Savings Book for long-term rewards.

NON-POINT RULES (posted on oaktag)

INTERFERING WITH ANOTHER'S ABILITY TO WORK = 5 MINUTES IN TIME-OUT AREA

Time Out is completely neutral isolation from the enjoyable things going on in the class, and from earning power. Child sits in an uninteresting spot and does nothing. He can earn his way out of the area by sitting quietly for the minutes specified.

Four times in the Time Out Area in one day = a fee of 50 points. This is the only point-loss built into this program and should be clearly explained to students well before it ever comes out. It is a last-ditch alternative to suspension or exclusion, and if the program is well-implemented, will rarely if ever need to be invoked.

TOKEN ECONOMY DO'S AND DONT'S

DO ring timer at least 5 times during 30 minutes, more to shape behavior fast.

DO repeat rules neutrally and often, in "When. . .then. . ." terms.

DO praise and recognize students who are following the rules.

DO put points up immediately when the timer goes off.

DO give verbal feedback on point-progress and what reward students are approaching.

DON'T pay attention to students not following the rules. Non-Point Rules cover extreme behavior (fighting, etc.) and should be enforced neutrally, calmly, but definitely.

DON'T ring timer in such a way that students need only run back to their seats or to the task assigned, in order to earn points. Besides what you teach the child who is cutting up, you are teaching the child who does work consistently that there is no special reward for this. There is a difference between shaping — rewarding for the little steps towards the goal behavior — and rewarding manipulation or rewarding to avoid student protest and verbal abuse ("You cheatin' me!" etc.). Avoid using the system and the timer as a threat or a cue by always having the timer set to ring, for shorter or longer periods depending on what stage the class is at, so that it is not visible to the students just when it will ring.

DON'T ever remove points or tokens a child has earned, even if he later acts up. Tokens are never taken away once the student has earned them, except if the four-time-out limit is met. The class must see consistency and believability, if they lose hard-earned tokens because you want to retaliate for some obnoxious behavior later on, the whole contract and value of the token economy is out the window. The same result will occur, by the way, if they earn tokens non-contingently, either because you are overly sympathetic or intimidated.

DO check the assignments — level of skill, rate called for, and content — if a child is consistently not earning close to the maximum number of points for academic work.

DO place the point-power on the more difficult, or lower-probability behaviors, shifting in stages as these become mastered. This system, for example, allots slightly more points for social behavior than academic, but in practice would shift as social behaviors became no problem. Arrival and dismissal might need to be weighted heavily if these are problem times, but behaviors called for and rewarded should be clearly spelled out (Hanging up coat, taking seat quietly, etc.).

DO use data (academic progress within the materials and on tests, tallies and points as indicators of levels of performance and change) to adjust and revise the system and contract (but do not reneg on the contract) and move to more student-determination and less-tangible rewards as progress indicates.

SAMPLE INTRODUCTION TO A TOKEN SYSTEM

Objective: To demonstrate and make credible the token program.

TEACHER: Good morning. Today we're going to start doing what we talked about last week — where you can earn those things you listed, for working hard and behaving according to the rules we came up with. Today you can earn a _____* this period, and a ____ at the end of the hour and a half. This week, you're working for bowling time (point to chart with picture depicting this). The rules are, when you are sitting in your seat, paying attention to your work, and raising your hand if you have a question, you'll earn a point when the timer rings. The timer can ring anytime. Right now, paying attention to your work is: listening. Also, when you do your assignment, you can earn up to four points. These are work points. Each time the timer rings and you are following those rules (point to chart) you'll earn (RING!) Very good—Everyone was paying attention to the lesson and listening, and sitting in his seat, and so you all earn a point (puts it up on chart next to each name). Instead of earning the right away, first you earn these points; points are like money. When you earn 8 points this period, then you earn the ____. Everyone will have the chance to earn them by the end of this activity. You have 1 point already — 7 to go for the ____. At the end of the period, I'll tell you how many points you've earned so far. OK, take out your SRA notebooks and a pencil or pen — Check to see (RING!) Ronnie, Jane, Sammy, and Ed each earn a point because they were, etc. Check to see your assignment on your lesson card. There's plenty of time so work carefully.

*A small end-of-period reward, such as a piece of candy, should be used just for this period, to immediately make the system clear and believable.

GROUP CONTRACTS IN A TOKEN ECONOMY

Group points for social behavior — everyone earns a point when all are following rules (no one earns if all are not) — have been very successfully used to reverse an unwritten group contract against school success, where peer approval outweighs most rewards (often true with adolescent "delinquent" children). Points should still be earned individually for academic work, although the contract can specify "When everyone earns at least 500 points, then each student can receive (his 500 point reward)" with a Group Fund for any points students earn in excess of 500 while waiting for others, so as to avoid a "least effort" phenomenon. The Group Fund may be used for special whole-class activities.

Interestingly, few of the expected side effects (students socking their peers who act up, for example) have been found with this system, and it frequently encourages real cooperation. However, it should in general be used to firmly reverse an anti-learning contract, and then the system should switch over to more individual rewards.

Group contracts have also been used with young "autistic" children, where the situation is almost the exact opposite of that described above! Here, for each child's participating (listening, making eye contact with the teacher, and answering simple questions) in a small, teacher-led group, all earn a cookie, or M & M, or colorful token (star, poker chip) leading to watching Sesame Street, a special trip, a party, etc. Thus, anytime anyone does the pinpointed behaviors, everyone benefits. Handled well by the teacher, this can lead to once-isolated children developing the beginnings of an awareness of others, and actually helping each other to participate!

TOKEN ECONOMY

RULES FOR SOCIAL BEHAVIOR might be

1. Sitting in seat
2. Raising hand for question
3. Paying attention to task
4. Following directions

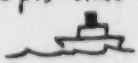
= 1 point when timer rings

TALLY for each period

					TOTAL
Fred	/		/	/	3
Sue	/		/		2
Ed		/	/	/	3
Tony	/	/	/	/	4
etc.					

EXCHANGE CHART

500 pts = class trip



100 pts = ball pt pen or notebook

20 pts = BUBBLE GUM

Behaviors → Tokens

Tokens → Valued Things, Activities, Privileges

ACADEMIC BEHAVIORS each period

TASK CARD 2 Tony

Completing p 4 to p 8 in Sullivan 3 with

90-100 % = 5 pt

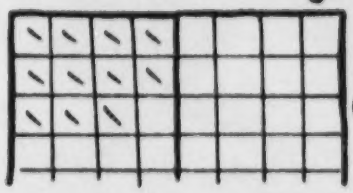
70-89 % = 3 pt

60-69 % = 1 pt

MY BANK BOOK

Tony

Bank book (cover)



Bank book (inside)

20 pts / page

5 pages = 100 points

filled in at day's end

SCOREBOARD filled in each period and at day's end

NAMES	Period 1	Period 2	Period 3	Period 4	Period 5	Daily Total	GRAND TOTAL
Fred	3/5	4/5	0/1	4/4	3/4	33	2033
Sue	4/4	0/0	4/3	3/5	2/3	28	1946
Ed	/	/	/	/	/		
Tony	/	/	/	/	/		
etc.							

Whatever the specific details, any token economy must have these basic components.

Whatever the specific details, any token economy must have these basic components.

PROGRESS CHART *

visible goals, individual activities, feedback
using brightly-colored, paste-on stickers

BEHAVIORAL OBJECTIVES →

NAMES			etc.					
Lorenzo	●		◎	◎			○	
Grace	○	○		◎	◎			◎
Stanley	○	●			●		◎	○
etc.								

for whole class
(each working independently)
or
for each student on his desk

○ sticker for NEEDED

◎ sticker for WORKING ON

● sticker for COMPLETED

Student puts up ◎ and ●

CONTINGENCY MANAGEMENT

R-E Menu **

Completing task at specified level ➡
Your choice for 10 min.

in R-E area,
a special corner
of the room

DAILY SCHEDULE
Bill

MATH = 9-9:20
LANGUAGE = 9:30-10:00
MASTER
SPELLING = 10-10:20
READING
MAGAZINES
or COMICS = 10:30-11:00
SOCIAL STUDIES =
11:00-11:30
LUNCH = 11:30-12:10
etc.

"Low Probability" Behavior
→ "High Probability" Behavior

* thanks to A. Muesser

** see Homme, How to Use Contingency Contracting, Research Press, 1970.

INDIVIDUAL CONTRACTS Lower grades

Child-selected behavior and reinforcer

Louis

M	T	W	Th	F
●	●	○	●	○

MY TARGET IS: Asking 2 more relevant questions in science

5 ● days = Hand clap from whole class

4 ● days = Water plants on Monday

3 ● days = Milk monitor on Monday

Index card kept on desk or pocket of child

INDIVIDUAL PROJECTS Lower and Upper Grades

Behavior Count

Target: algebra probs

Time Counted: 10:00-10:20

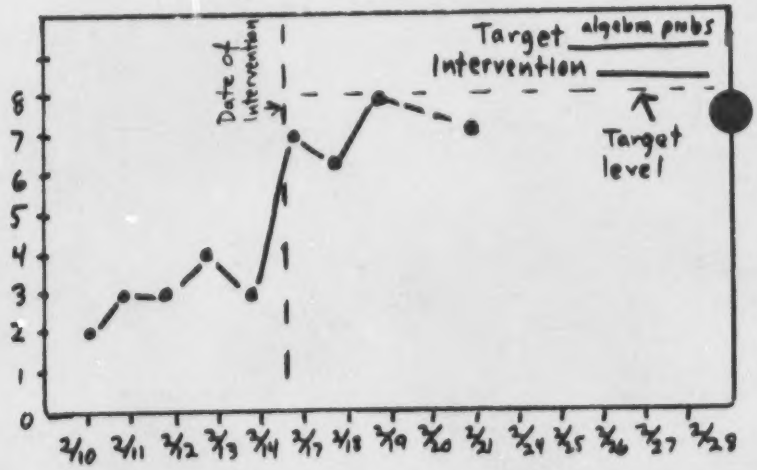
Counted by: self

2/10	11	2
2/11	111	3
2/12	111	3
2/13	1111	4

Paper and pencil

Individual Graph

Plotting the count



line or bar graph

Knitting needle counter

Counting Tools

Golf Score Counter

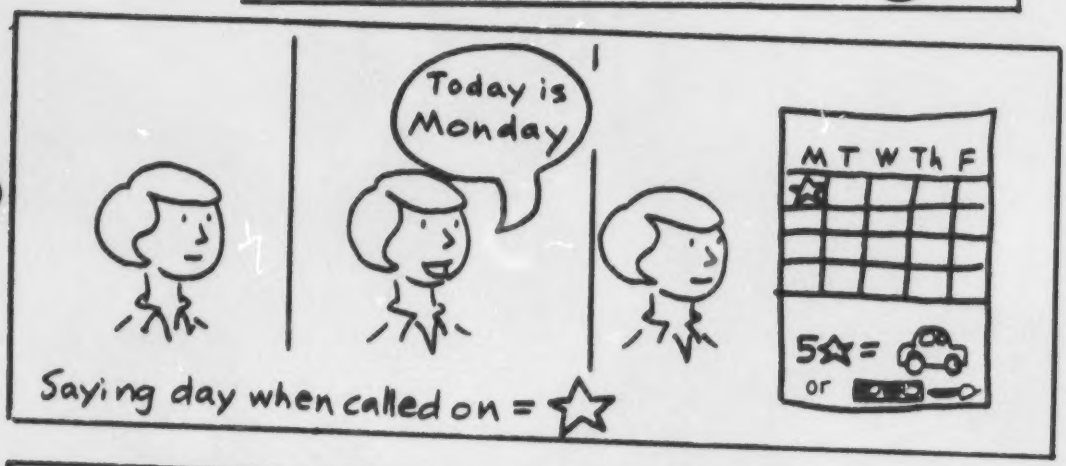
Supermarket Counter

For Non-Readers: Draw a Picture (or have them draw) or a Comic Strip

- Applicable to ED, TR, or young primary classes

behaviors for children in group (each gets cookie when all following directions)

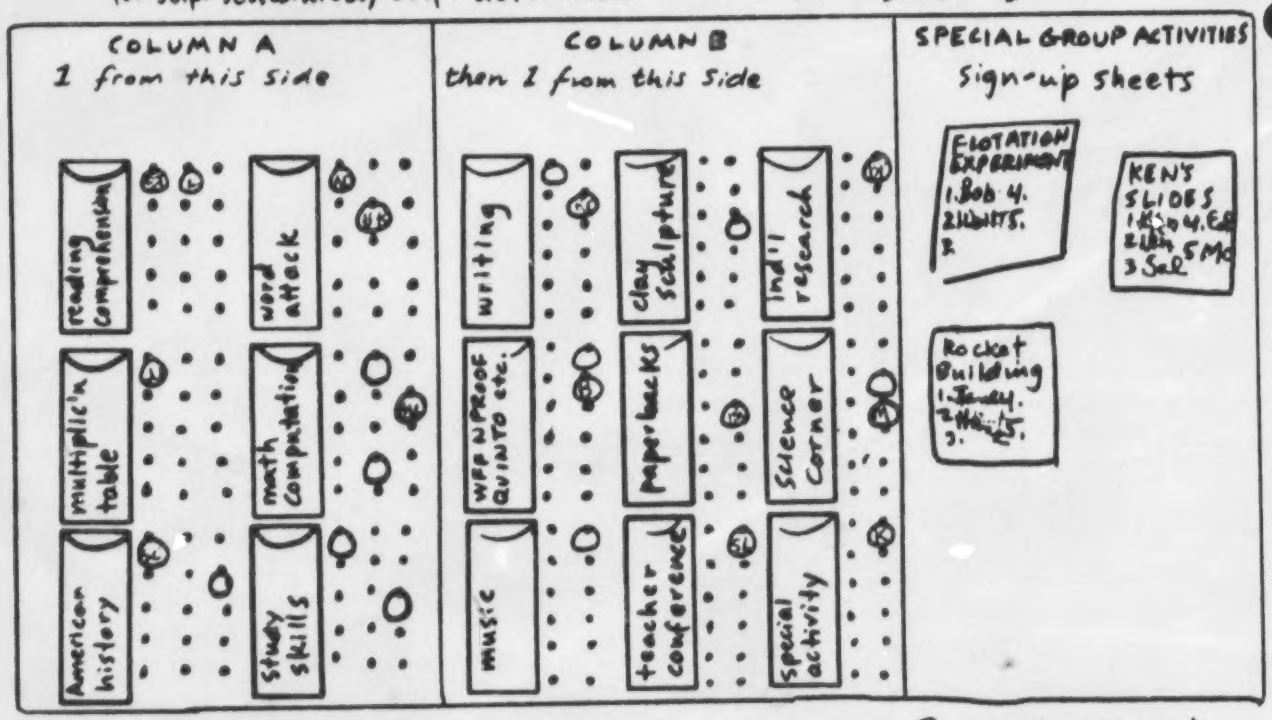
- individual, academic behavior for student who doesn't answer when called on



individual, personal behavior

- Shows before, during, and after behavior

ACTIVITY PEGBOARD (Chinese menu approach)
for self-scheduled, self-determined class with basic skills



Basic skills (specific activities are listed in student's notebook, task card, etc.)

Exploratory or creative activities

Special interest activities - when sufficient number sign up, activity is scheduled

Pegboard holds envelopes where students drop their completed work, progress check (checked by self, teacher, or peer who has already passed it) for basic skills; Column B envelopes are for student evaluations of less formal activities, e.g.

Date/Time	Goal if any	What Learned	Eval'n of Activity	Eval'n of Self

Students hang their [illegible]metags (from dime store) next to activity they're working on, so teacher can see who is where and for how long, and students know if an activity is filled.

B time may be unlimited, so that a student can spend a whole day with one thing if he gets involved, but doing at least 12 A's each week Right to self-schedule during following week (otherwise the teacher schedules, following of course contingency management principles all the same); 14-16 A's Can choose special group activity, etc, or earn privilege of becoming manager for next week (handle scheduling, post lists of people who can do progress checks for peers, periodically check envelopes and see if students working need any special attention and if so, from whom or what, and make sure this is arranged).

DAILY CHECKLIST for a highly disruptive student or student who needs much structure, frequent feedback

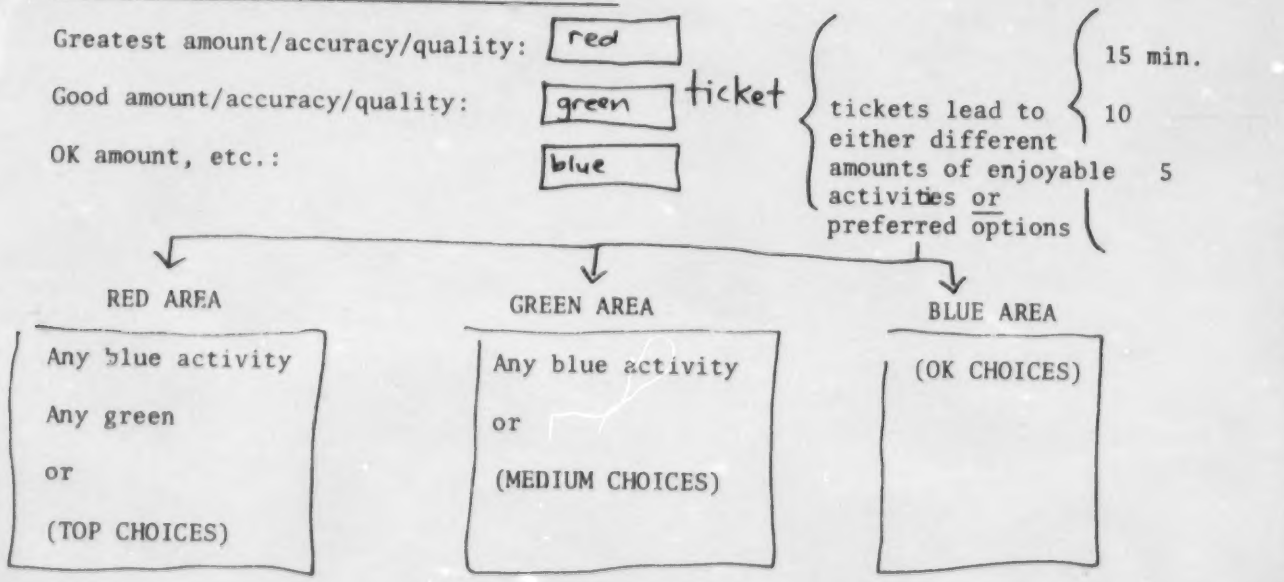
A list of critical activities of the day, with a point value assigned to each based on difficulty (how often he does it now).

		Possible	Actual
1.	Arrive quietly -- hang up coat	1	
2.	Ready to work	1	
3.	Listen to directions	1	
4.	Complete work	3	
5.	Listen to directions	1	
6.	Complete work	2	
7.	Recess; play cooperatively	2	
8.	Listen to directions	1	
9.	Complete work	3	
10.	Listen to directions	1	
11.	Work with team	3	
12.	Clean desk	1	
13.	Leave quietly-walk to bus	2	
	Lunch-Aide's report	3	
		25	

Baseline was 10, so the following ratios are set up on that basis, to start so that he can earn something for improvement.

15-18: takes report down to show secretary (he likes her, which we know because he used to act up a lot in order to sit in her office waiting for the principal
19-22: same as above but secretary gives him a pretzel
23-25: gets to see the principal, or, if principal not there, leave him a note; principal will make sure to get back to him
115 in week: gets to do some activity with the principal
In the first week, if 8 by recess, can stop and see the secretary on the way

WHOLE CLASS SYSTEM --NO COMPLEX RECORDS

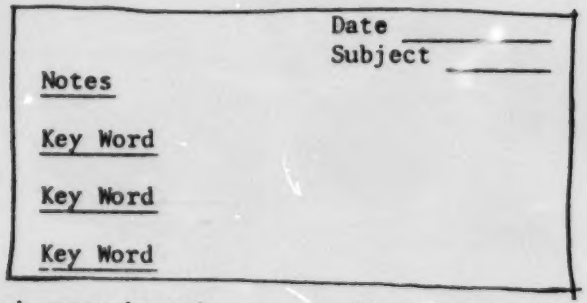


CHANGING THE GIVENS: SIMPLE CURRICULUM ADAPTATIONS

S=Student
T=Teacher
C=Consultant

Following are simple ways to adapt curriculum to solve common problems of mainstreamed (or regular) students. Space is provided so that you can add your own tested ideas to develop a "data bank" for your school.

Target	Given Adaptation
Listens in a large group	1. Best choice where possible: identify situation where now listens somewhat (small group? special topic? even one-to-one where can rehearse listening skills) then fade to large group by: (1) b-specific praise to strengthen specific listening skills in small group; (2) after one week, add a few students to small group or combine two small groups--continue b-sp. praise 2. Students should have something to do rather than sit passively, which invites antsiness --S with difficulty could have a special simple task for a while to tune him in, such as "listen and count the times I say the word----- or refer to -----"--T then should check with him after to compare notes. Can have a game-like quality at first. This can become progressively more relevant to real listening--e.g. "count the examples people give," "count the opinion statements," etc. 3. Teacher can break the code of lecture-listening by "flagging" important major points, either verbally "this is important" or even with visual cue like an actual flag or colored chalk on board. 4. T or C can make Prep sheets to guide S notetaking in particular topics with key words to pace student as he follows and takes notes



5. Team S with good notetaker who can cue him when to jot things down and/or review notes with him after class/in last 10 minutes of class at S's pace.

Target	Given Adaptation
Completes work, stays on task when T can't give continuous attention	1. Build in more frequent feedback: make self-correcting by (a) writing answers in yellow-student puts red acetate sheet over page, answers on another sheet, pulls acetate down to check work, (b) make one copy of book, page, etc. answer copy and laminate, (c) progress plotting is always helpful. Can make graphs fun with themes (racecar, mountain-climbing, etc.) 2. Build in more frequent feedback and break up assignment into smaller goals by SIGNPOSTS--if S drifts a third of the way through an assignment, put in a sign-post (can make up a sticker or write in) e.g. "you're 1/3 done! Raise your hand to tell the teacher-- then keep going" after first third, after second third, and at end. For textbooks, 'Post It' notepads stick on, then can be removed. 3. Make a too-hard task 'do-able' by providing a model (GTW#1) student first has to follow, then fade out pieces of model so he does more on his own. He can use self-instruction training (see below) as he "reads" the model. For example, on a written math problem, a student who's mastered the skill can make up a "step sheet" which shows each of the steps the student goes through to solve it. Our hero could be first given the simple assignment to go through the step sheet and just mark the steps, to make sure he recognizes them. He can use the step sheet as a model as he works other similar problems, making sure he has each of the steps, until he's able to do it without the model. This kind of laborious breaking-down of small learning steps has a good side effect, since for l.d. students it teaches process they can transfer to other tasks. Curriculum adaptation needn't take lots of time--other student(s) who've mastered material can make above modifications as a "posttest" or for extra credit. 4. Inability to focus--T or S makes a window to present smaller units of material at a time.

Target	Given Adaptation
Finds and puts back materials correctly	Color code assignment sheet, material, and shelf, or give each student his own marker to put wherever he takes a material from.
Follow a sequence of steps, directions (doesn't drift)	1."Long before they can grasp the spatial layout of a terrain,children are capable of navigating by landmarks," says the N Y Times (1/6/81) in quoting on a study in Child Development. Younger children did well in learning a difficult sequence of directions through a maze,when turns were marked by stuffed-toy landmarks. Older children were able to form landmarks into "mini-map" clusters,then into a larger spatial picture(fading process); without stuffed-toy landmarks,the younger children made many more incorrect turn choices,and decided much more slowly. Whenever S has a difficult sequence to negotiate consider meaningful landmarks. 2. Unlock lots of directions with colored dots or numbers where one direction starts,finishes;for lots of materials,color-dot main ideas,details,instructions. 3. Use self-instruction training:say steps-say steps with student-whisper steps while student says-student says steps to himself while he does task.

THESE ADAPTATIONS are based on tools you have learned like shaping and fading.
This means you can use those tools to design your own adaptations.

BEHAVIORAL APPROACHES TO COMMON SITUATIONS

SIGNS, DIAGNOSES, AND GUIDELINES

Consider a behavior or group of behaviors as a "sign" only if it happens often. These guidelines have the aim of making it easier for S to learn and T to teach in line with educational goals. They do not substitute for the consultation of the school psychologist, where that is indicated, but they have been tried with successful results. It is important to recognize that all of these behaviors serve a purpose, and usually two purposes: not only to earn attention and response, to have an impact on the world, but in many cases also to forestall anticipated calamity. You know there are other ways a youngster can have an impact on the world than, for example, his swearing at you, and you know that no calamity will befall him if he does finish an assignment, or does make an error: but he does not, and these are things he must, and can, learn with your help. Without your awareness of this and your planned intervention, it is all too likely that he will finally persuade you and his classmates to fulfill his prophecy.

1. Apple-Polisher or Little Adult
2. Babyishness
3. Chaos
4. Cheating
5. Con Artist
6. Daydreaming - (1) and (2)
7. Failure - S avoids
8. Nudginess, or S Needs T's Attention All the Time
9. Power Struggles, or, Who's Running This Class?
10. Success - S avoids
11. Swearing, Gum-Chewing and other annoying habits.
12. Tantrums

S = Student
T = Teacher

Signs	Diagnosis	Guidelines for a Prescription
APPLE POLISHER and/or LITTLE ADULT S: Can I help you water the plants; Fix the shelves? - Ronny and Sue were talking and you told them not to . . .	(Assuming this goes beyond the bounds of normal helpfulness and interferes with S's learning and/or relationships with classmates) S has learned that many adults are flattered or pleased with apple polishing; at the same time, S may not have learned ways to behave with his/her classmates.	—Do not reinforce tattling even when S has reported information you wanted to know. Politely but firmly redirect S to his/her activity. —See "Babyishness" Guidelines for suggestions on teaching social behaviors. —Praise S's genuine accomplishments rather than apple-polishing and praise explicitly rather than generally (not "You're such a good student, such a grown-up, etc.) —You can let S help you water the plants, but have it follow his/her working briefly in a small group, approaching a classmate, not tattling when he/she might have. —Don't hold S up to the class as an example of rectitude: this only reinforces S's apple-polishing behavior and intensifies his/her separation from the class. —Give S a pat on the back or a word of approval when he/she is engaged in child-behaviors.
BABYISHNESS S hits other children, shoves them on line, and generally antagonizes his classmates. Class: S is a big baby! S: Starts swinging, crying, screaming, etc.	These may be the only ways S knows how to relate to his peers. He hasn't learned the social behavior appropriate to his age group. And he may have learned that some people find his "babyish" behaviors cute.	—Reinforce (inconspicuously if possible - e.g., with tokens), any of S's behaviors which are moving in the direction of more mature social behavior. —Can S carry out his own reinforcement program where he ignores name-calling or taunts from the class, and reinforces their friendlier overtures? —Can class do role-playing unit on relating to peers, where S could see positive social behaviors modelled, and role-play and rehearse them?

Signs	Diagnosis	Guidelines for a Prescription
CHAOS Entire class in chaos most of the time. T functioning as policeman more than teacher.	There could be a million reasons: —Whole class is in a power struggle with T. —Leadership of one S is more potent than T's leadership. —Approval of peers is more important than T's approval. —Instructional objectives are too vague or not appropriate. —Curriculum is not matched to individual students. —Chaos is more rewarding than learning. etcetera	If T is spending 1 hour or more in policeman activities, or if class is in chaos for 1 hour or more, it is worth it to trade the time required to institute a full-scale system. DEFINE Spell out instructional objectives.* Check the closets for materials which will allow more individualization in line with objectives, or individualize the materials at hand. Schedule the day using contingency management - low-probability activity followed by high-probability activity (e.g., 20 minutes reading period followed by 20 minute art period). Define in positive terms the rules necessary to accomplishing objectives and post them prominently. Find out what students would like to do or have. MAKE IT WORTH IT TO THE CLASS Reinforce frequently for following rules posted. E.g., timer rings, students following rules get x tokens = y reward later on. Reinforce (token, praise) for completing assigned academic work (see Sample Token Economy) Be consistent.

*Preparing Instructional Objectives, Mager, see Bibliog.

Signs	Diagnosis	Guidelines for a Prescription
CHEATING		
S: Cheats constantly	1. If he doesn't have the skills necessary for the activity, cheating is unfortunately the only option he has.	1. Tailor the activity to S's skills.
	2. If he does have the skills, perhaps - particularly if T has set up a contract or contingency - he may be cheating so he can get more of his contracted reinforcement more quickly. Maybe the time allotted is not sufficient.	2. Check the time allotted and extend it or reduce the amount of work or performance level necessary for the contingency. Perhaps T has emphasized the contract to the exclusion of the activity - e.g., it's an overly competitive, dog-eat-dog classroom. Keep consistent and clear standards, but reinforce the process of work as much as the final product.
	3. He just cheats. Maybe it's reinforcing to him to "put something over" on T.	3. (a) Some T's have reduced cheating by taking the fun out of it. E.g., hand him all the answer cards, without making an issue of it. S's rate of cheating may rise sharply, then decline as the fun fades. (b) If S cheats when he corrects his work, do spot checks to reduce the temptation and reinforce - bonus points, etc. - accurate scoring by S. T should of course double-check all S's work as much as possible, but if time does not allow, spot-checks which could provide the chance for reinforcement at any time, can work like the timer which can ring at any time, making it "worth it" to S to score himself accurately all of the time. (c) Last resort is the old style - reducing the opportunities - locking up the answer cards, separating the desks. If S is determined, this could just make it a better game.

Signs

THE CON ARTIST

T: Fred, you did not do your assignment at all, so you do not (earn any points for this assignment, pass the course, etc.).

S: But Miss T, I was really tryin' and anyway my pen was out of ink and besides this is my favorite class and you're my favorite teacher and I promise I'll do it next time if you'll just (give me the points, pass me, etc.) just this once.

T: Is that a promise? Do you really mean it?

S: Yes, ma'am!

T: Okay, but just this once.

Diagnosis

S has learned that he can get reinforced for verbalizations about what he (will do next time, meant to do, should have done if only) without actually doing it. It may be that well-intentioned T's or parents had at some time required unrealistic behavior from S, and when he could not do it, T's (or parents), feeling they may have asked too much, reinforced S for his explanation of why he couldn't do it, his promises for next time. However, the same story is unlikely to earn reinforcement the fifth or sixth time around; T's (or parents) are likely to stop reinforcing "lame" excuses and promises and reinforce (and believe) only progressively more sophisticated, convincing, "slick" ones. He may even get recognition for his skill at conning. Meanwhile S is not doing and thus can't be reinforced for real accomplishment, therefore he is progressively less likely to engage in those behaviors, therefore he must rely more and more on his verbal-conning skills for reinforcement (or to avoid punishment): He may come to believe his stories (since others act as if they believe them) while also believing he is incapable of any genuine accomplishment.

Thus, lack of cooespondence between verbal and non-verbal behavior has been and is being reinforced and taught (familiarly known as lying).

Guidelines for a Prescription

Set assignments and behavioral expectations appropriate to S's abilities. Be explicit about the consequences of these behaviors. Enlist S in this planning as much as possible so that he can begin to get a realistic sense of what he can do. Then be fastidious in applying the consequences as planned. S will probably not fulfill the contract for some time, but he will offer compelling reasons why the contract should be changed. Do not alter or bend the contract on the spot, under any circumstances. If it does need changing, revise it when you are out of the fray, and present the revision at the beginning of the next day or week. Then, always state explicitly what he has done that you are reinforcing. Reinforce also any verbal-nonverbal correspondence but without making a moral issue of it (i.e., with a token, or statement, e.g., "What you said was what you did" not "Well at least you're being honest.")

Ignore lying and conning behaviors, and that means don't even hint a smile if they are particularly extravagant and amusing. If you want to capitalize on his imagination, channel it into writing, art, etc.

Signs	Diagnosis	Guidelines for a Prescription
DAYDREAMING 1 S: _____ (accompanied by noisemaking, rocking, staring out the window for long periods of time, laughing for no apparent reason, etc.)	S's frequent daydreams, fantasies, hallucinations, what have you, are more rewarding to him than what he has learned he can - or can't - get from the real world. "Real" rewards may have lost their meaning if he has learned to anticipate punishment or rejection when he tries to achieve his goals.	Make the "real world" activity more rewarding than the other one. It <u>can't</u> be rewarding if S doesn't have the skills to do it at all — whether it's a reading assignment or talking normally to a classmate — or if those skills are too fragmentary to guarantee anything but failure. Tailor the activity - start small at first - to what he can do. Since verbal cues may not be enough, try modelling, and actually leading S through the steps of the activity at first. While S is learning - which may take a long while - the satisfactions intrinsic in mastering an assignment or talking to his classmates, reward him on his own terms. Is there anything you've seen him <u>stop</u> this behavior in order to do? Make a definite schedule - specified time or amount of reinforcing activity or thing. It could be that the only reinforcer strong enough is the daydreaming. You could schedule x time of this for the reward. At least he'll be doing it less, and may begin to differentiate the real from the fantasized. See "A Brief Digression on Love" for some things not to do.
DAYDREAMING 2 S: _____ (staring out the window for long periods of time, habitually dawdling though you know he can do the work)	S's daydreaming is more rewarding to him than what he has learned he will get from the real world. But you know he can do the activity.	This S is also telling us the activity is not right for him — but for different reasons. —Interest is a reward, and a sense of mastery is a reward, and the daydreams may offer more of this, particularly if he is over-skilled for the activity or if he has no sense of why he is supposed to do it. If you can't explain to him the reason — e.g., it will be necessary in order for him to be able to do something he can see the reason for — then maybe he should be doing something else! Again, make the activity more rewarding — but here, by making it engage more of S's interest and skills. If it's just "something he has to do," then set up very specific criteria of time allotted, percent correct, and make an activity he likes contingent on meeting the criteria. Start near to where he's at and raise the criteria as he progresses.

Signs	Diagnosis	Guidelines for a Prescription
FEAR OF FAILURE		
S: won't do anything he doesn't succeed at, right away; he would rather not try something than admit he needs help with it.	S's extreme fear of failure, in learning theory terms, could be because he has learned that failure, making mistakes, not mastering something instantly, had been accompanied by some kind of punishment (escape/avoidance learning), or because he has learned that succeeding quickly and absolutely is the only way to get positive reinforcement. He may be an expert at ways to avoid trying new things. If the positive and/or negative stakes have been very high, he has probably learned to over-discriminate "success" and "failure": that is, he has not learned that some mistakes, trial and error, are a part of succeeding.	1. If the situation is very severe, T may have to borrow some "desensitization" techniques from behavior therapy: i.e., present the new activity a little at a time and in as relaxed an atmosphere as possible, when S is as relaxed as possible. S's mistakes should not be quite so upsetting to him in such an atmosphere. Before actually presenting the activity, T can have S - in the relaxed atmosphere, imagine it for a minute or two; then imagine doing it, etc. Let him take his time. 2. T can also model, or use other students to model, a very relaxed trial-and-error learning situation. S should be able to see that the consequences of the model's "false tries" are not so bad, that there are rewards for trying as well as for succeeding, and that success is possible thru trial and error. 3. T can reinforce S simply for selecting an activity he would normally avoid because he was afraid of failure. T shouldn't expect S to do it all at once, but should reinforce his small steps. Does S get more uptight when T is near? Then give him short assignments on his own, and reinforce his doing these. Does S get less uptight when T is near? Then try to sit with him while he's doing it, reinforce his successes but also, where it's reasonably honest, reinforce his good tries and his divergent as well as convergent thinking. 4. See "Byproducts-Negative Reinforcement" in "How Behavior is Learned."

Signs	Diagnosis	Guidelines for a Prescription
NUDGINESS S: Mrs. T, please help me with this, I can't do it by myself. T: (after helping) See if you can finish by yourself. S: What does this mean? Should I use a pencil? I don't understand this word . . . T: (to a colleague): He needs my constant attention - he won't work except one to one.	(Assuming the instructional objectives and prescribed activities are right for S, and that directions are clear.) S has probably been taught to be a constant nudger, by getting responses for nudging and not getting comparable responses for doing things independently.	Surprisingly, this can be very simple to remedy. Select some activities S can definitely do on his own with feedback: even non-readers can work independently in, e.g., Sullivan Readiness books. S does need and want T's attention, but let him get it for steps toward independence rather than nudging. Don't give attention for nudging. Do give attention for 30 seconds of independent work. T: Raise your hand when you've done two questions on your own and I'll check them with you. T can gradually increase the task requirement but must make sure she does come over to S as promised. If T is going to work 1 to 1 with S on a new skill or task, schedule this very reinforcing event to follow a period of S's working independently or with a small group. If T can't definitely get to S when he's done 2 problems, etc., use tokens and make x tokens redeemable for y minutes of conference time with the teacher at a time when this can be scheduled.
POWER STRUGGLE T: Sit down this instant! S: Who's gonna make me?	Power struggle, in which S will inevitably "win" — either by not sitting down, or getting all of T's (and the class's attention) involved in the struggle to get him to sit down.	End the power struggle game: Ignore S's provocative behavior. (Where it threatens safety, do not ignore but respond in a firm, neutral and consistent way.) —Pay attention to the students who are working. —Make sure there's something for S to do when he sits down, which he can do with some success and which is meaningful to him. —Make sure it's worth S's while to sit down - not because T said so, but because S wants to, i.e., when he sits down, or comes close to sitting down, reinforce with token, etc., leading to something S wants. If the power struggle has been severe, do not tell S how glad you are he sat down. Tell him why he got the token, but T's praise may be too disturbing at this point: he's doing it for himself, not for T.

Signs

FEAR OF SUCCESS

T: That was very good! Excellent work!

S: does something that will make T scold him or give him a poor mark on the next assignment

or

T: Keep working like that and you'll get an "A"!

S: screws up quick

SWEARING

S: *@**!!@

T: I will not tolerate that kind of language in my classroom!

S: Aw, go *@**!!

TANTRUMS

T: You must (finish your work, sit down, wait your turn, etc.)

S: Anggh! (with arm and leg waving)

T: All right, o.k., you can (not finish, not sit down, not have to wait, etc.)

Diagnosis

In non-behavioral terms, S may be a little masochistic. Similar to the child who acts up because negative attention is better than nothing, different in that that child will respond to positive attention when he sees he can get it, this S may actually act up more after he is praised — may seem to prefer the negative attention. Approval and success may be threatening to his self-concept and a negative self-concept may seem better than none at all. He'll look for consequences he's used to, reject the unfamiliar ones.

In some cases, S may actually have learned to anticipate negative consequences for success.

Swearing, gum-chewing, whatever it is - S has learned he can drive T up the wall with this kind of behavior. He may also have learned that his classmates love these exchanges.

After the toddler stage, chronic temper tantrums show that S has learned other people will do most anything if he'll stop. As adults learn to do what stops the tantrum, S. learns to rely more and more on this or the threat of the tantrum to keep the world under control, and has less and less chance to learn really productive behaviors.

Guidelines for a Prescription

Let him give up his negative self-concept slowly, while building a more positive one in which he can believe. E.g., comment on his successes in small and restrained doses, very gradually becoming more effusive in approval. Specify the behavior which you are reinforcing rather than heaping global praise.

If S chronically avoids success, grabs defeat from the jaws of victory, T might try some "desensitization," described in (7), only having S, when very relaxed, imagine himself for a minute or two succeeding at a particular activity; then actually succeeding - in small steps - and seeing that nothing bad will happen; in fact, that T is (slightly) pleased.

With this S, the hardest step in any activity may be the last one - the step to successful completion. Give him small tasks and reward, at first, completion alone, rather than any specified accuracy.

<u>If T can stand it:</u>

Don't respond to swearing - verbally, or even with a quick look of horror. After a while, class won't respond as much either.

Make sure S can and does get T's attention for his positive behaviors.

Are there any more productive ways in which S could get some recognition from the class as well?

<u>If T can't stand it:</u>

Can S keep his own count on instances of swearing (on index card, knitting needle counter). As this goes down, S earns something he likes - extra minutes of free time, tokens for a small item he'd like, etc.

Make sure expectations and requirements which precede tantrums are reasonable. The best and most humane intervention is not to reward the tantrum, although it will get more intense when S doesn't get the usual response, and it can be strongly aversive to T, particularly if S does this on a class trip or in an assembly.

If S must be restrained for reasons of safety, do it calmly and neutrally; possibly remove to time out (see Sample Token Economy).

T may wish to set up a program to reward him/herself for tantrums not reinforced.

AN INTERVENTION TO IMPROVE SELF-CONCEPT

THE PERSONALITY DEVELOPMENT SUBSYSTEM
(from Behavior Technology, Homme and Tosti, p. 69-79,1971)

We feel the personality development system to be the most exciting area of our present research. As a way of accommodating this system, we have set up a special contingency management procedure built around what we call our "menu." This menu is a graphic display of activities with which students are not normally provided. These are highly prized activities such as splashing in water, or molding plastic creatures. The only way a student can participate in these special events is to have earned a sufficient number of points. Points can be earned for exhibiting any of a number of behaviors observed by the teacher. The first major category are those concerning social behaviors, including such activities as cooperation, aiding others, and communication with adults and peers. The second class of behaviors are those concerning self-concept, expression of joy, love, willpower, etc. Most of these behaviors already exist in some form and occur with some frequency in every child's repertoire. Thus, we are not concerned with the acquisition of such behaviors, but instead wish to increase their frequency of occurrence.

Over the past several years, we have been working on behavioral modification techniques and have developed a system which we call frequency modification. In frequency modification, we first attempt to find any response which may be incompatible with some negative behavior and then work to increase its frequency. Expressions such as, "I am a fast learner" can be incompatible with the child's feelings of worthlessness.* If, by proper procedure, we can increase the frequencies of such events, eventually the response "I am dumb" will drop out. The logic is similar to those systems which have been proposed by Norman Vincent Peale, and others. However, rather than using exhortation to increase the frequency of positive responses, we do it by the systematic application of reward for the verbalization of demonstration of such events.

We construct situations in which those positive behaviors are likely to be emitted. Since joy may be operationally defined as anticipation of a reinforcing event, verbal expression of joy prompted out just prior to receiving an RE will be strengthened. For example, before allowing a child to select from the special menu, the teacher says, "Tell me something good that is going to happen to you and then go to the menu and choose what you like to do." By such technique we can get out statements of happiness and joy.

In the area of self-concept, we follow the lead of Ellis and others, who indicate that when we speak of self-concept we simply mean that the student is what he says to himself or others about himself. With this operational definition we can see it is a relatively simple matter to install a favorable self-concept. For example, after some good job such as the successful completion of a progress check, the student may be instructed to go over and whisper to Johnny that he is a fast learner.** When he returns, the teacher reinforces both verbally and by making special points available. Generally, it has been our experience that after a few trials of this sort, the statement, "I learn fast" successfully competes with the "I can't do it" concept that some of our children may have had.

The Future

This is only the beginning: there are still many procedures to be worked out. But even now it is possible to replicate the important parts of the system. We do not know how far we can take a child but we do know that human potential is far greater than is currently acknowledged.

Our Notes:

* Homme is actually on shaky ground scientifically here. Feeling statements do not necessarily correlate one-to-one with feelings themselves - as all good grownups know. But to the extent that sometimes they do, his ideas are worthwhile and creative.

**Another idea Homme mentions elsewhere is "earshotting" - since in self-concept what we overhear said about ourselves can be more influential than what somebody says directly to us (especially if we're skeptics - and special ed kids have often learned to be). So within a child's earshot - and of course only when he's doing a desired behavior, not when he's off the wall - but not in a phony way, let him barely hear you making a positive statement about him (not he's"good" or "wonderful" but some concretely descriptive statement).

HOW TO ENLIST CLASS SUPPORT

If your Problem Analysis Interview showed that the response of his peers was having an effect in keeping your student acting up, not working, etc., or if you want to make sure that the whole class is supportive of any special program you work out, the following three strategies will be helpful. All of them have been tested with many regular classes. In your training, you will develop applications to your own situation.

MAKE IT WORTH IT TO THE WHOLE CLASS BY --

1. Having them share in a special activity when your "target" student reaches his goal. This way, they will all be pulling for him. This is not a good strategy if the target student does not want to see the class (himself included) get to do the special activity.

2. Praising them, quietly, even just by a pat on the back, for ignoring any distractions by the target student, and continuing to work.

3. Praising them, quietly, for reinforcing and helping the target student.

WHERE ARE WE NOW? SUMMARY OF STEPS 1 - 3 IN THE PROBLEM-SOLVING MODEL

Step 1: Pinpoint the problem concretely in order to solve it. E.g., from "bad attitude" to "throws chairs" and "low frequency of complete assignments."

Step 2: Observe: for assessment: rate it and wherever possible record it to determine its rate (number/minutes, days) or percentage (number/possible number).

for analysis: use the Problem Analysis Interview to show where problem behavior gets unintentional reinforcement, or there is not enough motivation for the replacement behavior, or not enough opportunity (the situation, task, curriculum that this student can succeed with). Also may show where this student has strengths and success situations to build on, and what is motivating to him.

Remember -- if a person does something

somehow it works { gets him off the hook / gets some positive (to him) consequence

and anything we want him to do must be made to work -- in his terms

if a person doesn't do something

somehow it doesn't work { it may make nothing much happen / it may make something negative (to him) happen / it may make something positive stop

and anything we don't want him to do -- shouldn't work!

Step 3: Intervene: Change behavior by changing either or both

GIVENS	CONSEQUENCES
Changing the Givens: Simple Curriculum Adaptations; Personality Development Subsystem for self-concept; Some Common Situations; Rules	Reinforcers; Sample Programs and Charts See also "Guidelines That Work"

and

Effective Teaching Tools to Change Behavior: (involves changing both givens and consequences) Behavior-specific praise___; Making independent workers___; Shaping___; Modelling___; Priming___; Fading___; Trigger training___; Neutral, consistent consequences for negative behavior___; Self-instruction training___

All the above are tools you can use to plan your intervention. Do not try to do everything, but choose and adapt a few strategies that you can imagine yourself using comfortably and consistently.

TASKS

The following student descriptions should be used to try out the steps of the Problem-Solving Model on simulated (but, we hope, familiar) situations. Develop a strategy on the Problem Analysis Worksheet drawing on the tools you have learned which you feel will be most useful in working with the student described.

SALLY: INADEQUATE-IMMATURE 3rd GRADER 15-20 minutes

Sally is generally well behaved and mannerly. She often asks to help others. During free time she reads library books on her level, average. She's average in art, and good in music, but she will not perform in front of the group. She gravitates to the slower learners.

- —When she is given arithmetic she always says she doesn't know how to do it or doesn't know what to do.
- —On days that she's least able to do her work she's the slowest in the class to follow directions.
- —She often resorts to talking baby talk.
- —If she misses out on privileges that the faster workers get, she cries.
- —Her desk is messy; her coat's on the floor; she seldom has a pencil, and when she does it needs sharpening.
- —In the middle of a class period she comes up to tell the teacher what she did at home the night before or what she ate for dinner.

JOHNNY: DISRUPTIVE 5th GRADER 20-30 minutes

Johnny is a fifth grade student whose test results show him to be of normal intelligence with the potential for doing regular classroom work. There is no evidence of neurological impairment. Teacher reports throughout his five years in school, however, describe him as reading from 1-2 years below grade level. They further describe him as constantly running around the room, not following directions and having an extremely short attention span, especially during reading. His classmates regard him as a clown and often they will follow his lead in laughing and calling out.

Usually John is sent out of the room, often to the principal, when he acts up. The principal sends him with messages to various classes in the school and reports that he does this well. Twice in the past two years, John was suspended from school because of his behavior. When John remains in the room, teachers have reported they "tried everything," including screaming at him, allowing him to do just what he wants to do, sending notes to his parents, and excluding him from the program.

John's "acting out" subsides during music, art and math periods and during lunch he behaves quite well.

EVE: WITHDRAWN 5th GRADER 15-20 minutes

Eve is a loner. She is continually teased by other children in the class, She seldom completes any work given to her. She's slow at everything. She daydreams and talks to herself. She is very good in music and art. Her work is very inconsistent and below grade level. She relates little to her surroundings, but when she speaks she is very articulate. In gym she stands around, even when prodded.

SECTION IV

Step 4 and 5: Evaluate and Recycle

After a few weeks, you will be able to tell if your strategy is working or running into trouble. Continuing to record the behavior in whatever way you planned in "Observing for assessment," will be helpful in giving you an objective idea of progress.

Basic guidelines on evaluating and recycling -- making modifications in the behavior you expect, moving on to a new goal, or changing your strategy -- are given in "How to Approach a Problem Behaviorally" at the beginning of the Manual. Following in this section are some tools to help with common pitfalls, potential classroom explosions, and, in Troubleshooting Tips, the most common difficulties people run into.

If your intervention is successful, your question may be, "How long must I keep doing this?" When you can see that the new behavior is consistent for at least several weeks, you can begin to change the frequency of your consequences, or the amount, or the kind. Remember that you teach a student to work for more intrinsic consequences whenever you pair them (feedback, progress plotting, asking him to tell you what he has done well) with what is meaningful to him now (often more extrinsic consequences). If you do this systematically, you can gradually fade out the more extrinsic consequences, or have them on a less **frequent** schedule. It is important not to go abruptly from a lot of meaningful consequences to none at all, but rather to build in, in a planned way, an environment with much natural feedback and encouragement.

PITFALLS

(NOW THAT YOU'RE EXPERT ENOUGH TO MAKE MISTAKES)

Following are some misapplications which happen often enough to suggest that they're easy to fall into. Design your program to avoid them, and check yourself occasionally against them. We've included, appropriately enough, thirteen.

1. Students are reinforced for "being" or, worse, "acting" "good," "nice," etc. "Good" and "nice" are of course not very specific, and where a lot of emphasis is put on "acting" this way all day, children, who like everybody else cannot be "good" all the time, are very likely to become "good actors" and nothing more, which is a horrible state of affairs. The more concrete, specific, and individual the expectations and reinforcement, the less likelihood of "acting."

2. The children learn they can write their own contracts on the spot, to modify the teacher's behavior. For example, Fred, who is a handful, grabs a game during reading period. The teacher attempts to remove it, but Fred hangs on and finally, since she has to do other things, the teacher says, "OK, you can play with that game if you'll just finish your reading assignment first." Good planning and consistent, systematic follow-through can avoid this sort of situation.

3. "Ignoring the undesirable behaviors" often is misapplied. Without also consistently and frequently reinforcing the behaviors to be increased, and reinforcing the students who are following directions while ignoring the child who is not, ignoring is not going to produce results. Also, ignoring John hitting Selma with a chair is carrying things too far — although theoretically it may ultimately reduce his rate of hitting Selma, it's better to set definite, realistic limits, determined by safety and the teacher's own threshhold of tolerance, and then enforce them in a firm but neutral way. Otherwise, you may ignore severely disruptive behavior and then, pushed too far, explode over a pencil-throw.

4. Negatively stated expectations: No fighting, no running around, etc. Wherever possible, put these in terms of what the students are expected to do, rather than not to do. "Everyone who is not fighting when the timer rings will earn..." is less effective than "Everyone who is sitting at his desk and working on his assignment..." Also, to list everything that the students should not do is impossible; to list what they should, is not.

5. Using a timer to dispense reinforcement for following the behavioral rules, but using it incorrectly. Holding the timer, setting it for two minutes, and announcing this, will only teach the students to make sure they're following the rules two minutes from when you announce; holding it up and saying "I'm ringing the timer!" will teach them to run to their desks, start working, etc., as fast as possible, and then stop until the next time. The timer, if used, should be set for varying intervals, more often when you want to shape behavior more quickly. It should not be used as a stimulus for following directions, but as a reinforcement; this means it should not be obvious to the students when it will ring, and better yet, not obvious to you, to avoid the temptation to use it to catch a particular child who's deliberately acting up.

   Similarly if you are not using a timer, but are reinforcing the students from time to time for social behavior, try to make this as random as possible in its timing, rather than being determined by when the students you like the most are following directions, and the ones you don't like very much aren't. The only planning that should go into this, or into the use of the timer, is to make sure to catch the child being good as much as possible, particularly at first.

6. Lengthy and overcomplicated directions. If it takes too long and too many big words to explain what the students are supposed to do, maybe they have the wrong assignment. Also, sometimes the reasons for a student's not following directions are because he didn't understand them. One little girl in the second grade never could follow directions when she was told to, until one day she confessed that she hadn't any idea what the words, "follow directions," meant.

7. Seven-hundred and fifty rules. Are these really necessary? Probably three or four well-planned and -chosen rules can encompass everything the 750 did, and more effectively.

8. "If you do not...then we will not..." A real temptation, but avoid it! This is just old-fashioned threatening in a new guise. "When you do... then..." avoids threats, which are often hard to enforce, and not very effective.

9. "When you complete this assignment, then you will earn a mini-bike." Don't make promises you can't keep — and do exploit as much as possible free and available reinforcers.

10. Rules or expectations, reinforcers, and terms of the contract not posted. Wall-charts, individual index-cards, pictures as well as words, whatever it is, get it down in black and white and make it prominent enough for your students. A wall-chart takes management off the "Because I said so" level; it's an agreed-upon, objective reality.

11. The children are reinforced but it's not clear what for, or why. "Vague" or inconsistent reinforcement does not give the child a sense of responsibility for his own behavior, or a clear sense of causality. Reinforcement does not mean undifferentiated smiling and praising; watch the contingencies. If you are using group consequences, observe each of the children and whether he or she is meeting the criteria you have set, rather than checking the group in a general and generally sloppy way.

12. Using a behavior modification system to intensify the "devil-take the hindmost" situation. Unless objectives are tailored to individual skills and needs, and activities are geared to the individual's ability, the student at the bottom of the totem pole is going to stay there, only it will be worse. If objectives and activities are geared to individual abilities, then there can be an "economy of abundance," where reinforcement, approval, and the sense of satisfaction is equally available to all. Contracts where somebody has to lose simply have no place in school.

13. Students are not participants in contract-writing. (1) Teacher-selected reinforcement may not be reinforcement at all. Remember the criteria for a reinforcer. If the students can't list or vote on their choices, then at least base them on the "hi-probability" behaviors you've observed. (2) Teacher-selected targets can be effectively achieved, but if the child participates in the selection, you have an ally right from the start. He'll be learning self-awareness and self-management behaviors as well as the behavior you've targeted.

What to Do When the Explosion Comes

We have heard some people talk about a student's or class's "blowing up" as if it were an unpredictable and uncontrollable natural disaster, like floods or tornadoes. This is not a productive viewpoint, and is also wrong.

Outburst-behavior is a behavior like any other, set off at a particular moment by something that happens in the room (though "inner events" may make it more or less likely, but rarely inevitable), and reinforce-able by what follows. How the outburst behavior is viewed by you and how it is handled by you can determine whether it persists, increases, or disappears. There is no "outburst-quotient" or "outburst-need" which must be filled. There is, however, a "coercion cycle," that is, if a person is used to getting a response for x behavior, and then this is put on extinction (no response), he may do x+1 and x+2 to try to "coerce" the response he's used to. The "need" if anything is not to blow up or slug somebody, but to receive the accustomed response.

In instituting the systematic use of reinforcement principles, you may find this pattern:

Time	Student Behaviors	Optimum Teacher Response
1-2 week "honeymoon"	Study behaviors and eager, charm-school behaviors	attention; positive reinforcement
2-3 week "testing"	some old disruptive behaviors creep in;	ignoring
	study behaviors drop slightl,	attention; positive reinforcem't.
	eager, charm-school behaviors fall off	depends on whether you consider these important
1-2 weeks with some students	new disruptive behavior	ignoring and "timeout," neutral restraint in extremes
Super-testing	very low rate of study behavior	attention, positive reinforcement
Rest of year	occasional but rare disruptive behavior;	ignoring
	steady, high rate of study behavior	attention, positive reinforcement

Astute application of reinforcement principles to your way-of-being in the classroom, the overall management system, and the instructional process, will keep testing and super testing at a minimum. If there's lots of disruption, go back to How to Approach a Problem Behaviorally and recycle — something's amiss with the program. But even in a terrific program, an explosion can happen. And this is the point where some behavior modifiers begin to hem and haw.

Hmm. Many behavior modifiers recommend clear-cut penalties, if you have a point system, for fighting, etc. We are not categorically opposed if the terms are spelled out and applied judiciously. For whole-class explosions they may be the most practical consequence. "Time-out" procedures (See "Token Economy") should be established where explosions are likely. But even here, the question remains, what do you do in the actual moment of truth? You can't and shouldn't ignore self- or other-destructiveness. Children should not be allowed to think you'll let them hurt themselves or others. And an aggressive explosion doesn't "discharge pent-up emotions," it seems only to trigger more aggression — and fear — in the child.

So you want to communicate to the student that he is safe, and you also want to make sure he and others really are safe. The basic idea is quick and temporary neutral restraint which doesn't reinforce or punish the behavior. (If you have an assistant, he or she can do this while you continue working with the class.) Put your arms firmly around the child and make sure his feet, if they kick, are turned away from you. Depending on his size, sit him down in a chair with your arms around him or sit yourself down with him in your lap. If you are angry, it will probably come through in that your holding will be more of a shoving, slamming, wopping, or squeezing. Understandable, but remember: this outburst really isn't directed at you, the child doesn't hate you*, he is not doing this to test or belittle you per se and anyway you are a grownup and he is not, even if he is 17 and six feet tall, and even if the outburst is accompanied by a torrent of highly personal insults.

Maybe you are the rare individual who can at such a time not only calmly restrain the child but also be open and honest about your own anger, if that's what you're feeling, in a way that is not retaliatory or enraged, and maybe this youngster can be helped by hearing that. But in general, your being angry won't help either one of you. Play it out beforehand with colleagues or family and try out the "neutral" versus the "enraged" kind of holding, which you will get a feel for. It may help to do slow, even, deep breathing to keep yourself "neutral" and calm. Practice beforehand will neutralize the situation for you.

On the other hand, restraint as hugging and comforting is not the idea, either (see "A Small Digression on Love"). Basically, your response should work as little as possible as any kind of reinforcer so that the youngster(s) doesn't learn (a) not to explode out of fear or (b) to explode for attention.

Restrain the student in this way until he seems to be breathing more easily and not thrashing or yelling. He has probably timed himself out, if that is part of your system (see "Token Economy"), and should stay timed out for the stated number of minutes. Don't make this post-outburst time a games-in-the-corner and cookies period unless you want to see more explosions. (Games-in-the-corner and cookies can follow not having outbursts.)

What if he is six feel tall and you are 4'11"? First, if you are pregnant or your health is in question in any way, work out another procedure — the usual intervention of the A.P. or other teacher — but routinize it and neutralize it beforehand so it's not chaos with six students running to get him, four holding down the exploder, three dancing in the hall, etc. As the A.P. to follow the steps outlined above. This has the unfortunate side effect of earning the student a reputation as unmanageable, in both his and the school's eyes. The authors are average-sized women and have restrained in this manner, when it has been absolutely necessary, rather husky adolescents without danger or much difficulty.

In every case that we have seen, a teacher who handles the occasional blow-up with calm neutrality (though she may throw small objects in the teacher's lounge later on) and does not convey any expectation of disaster in word ("Well, Fred, two days without a tantrum, it's not like you," or (to an assistant, etc., but audibly) "Keep your eye on Fred — he's trouble") or manner, will experience no more than one or two outbursts in a semester, even in the most "difficult" class. But it's not easy.

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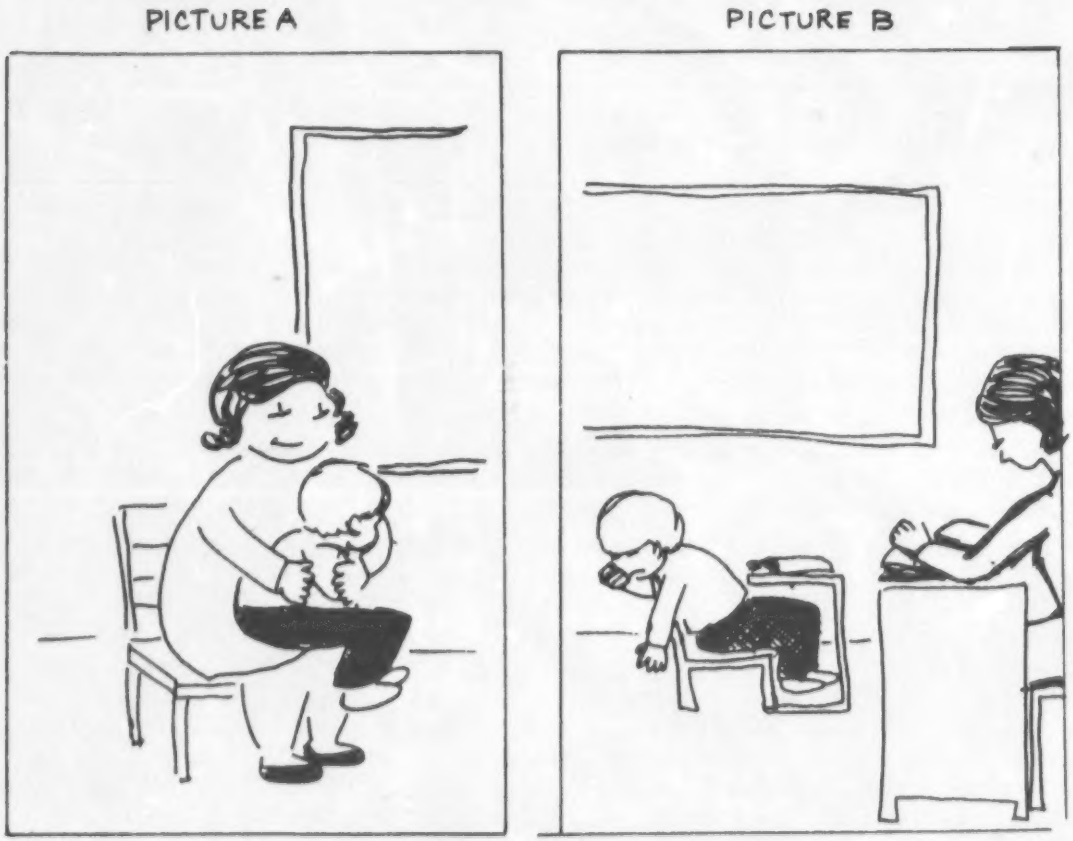
*except in very rare instances

A Brief Digression on Love



Which picture depicts love, warmth, care, and concern?

It all depends. People who know learning theory principles would probably ask what happened just before the scenes shown here. If the youngster had been throwing a temper tantrum or whopping himself in the head or pouting in the corner, then a response like that shown in (A) may do more good for the teacher than for the child. For if this sequence — disturbing, or self-destructive, or withdrawn behavior on the youngster's part, and a "comforting" or "accepting" hug from the adult — is repeated often enough, the child learns to do more of these things. And more, and more. When he's doing "normal" things, he may not seem to need us as much, and so he may not get our hugs and pats and other displays of love at these times.

The crucial point here is display of love. Contrary to what some behaviorists suggest, love and acceptance can be unconditional, non-contingent, and constant. But displays of love and acceptance can hardly be continuous.

Problems aren't usually caused by "too much" or "too little" love, but when an adult's displays of love chronically* follow crazy, or over-dependent, or self-destructive behavior by the child, and/or chronically do not follow his steps toward healthy, independent, and self-fulfilling behavior.

Unfortunately, adults who do habitually respond this way may be sincerely convinced that this in fact reflects love for the child, respects his needs, and therefore has to be in his best interests; to them, reversing these contingencies may seem cruel. But if the child is still having temper tantrums and banging his head and pouting in the corner at the age of 20, that's pretty cruel, too.

The alternative does not mean neglect. Where the child's behavior seriously endangers him or others, he should be restrained, but, as is emphasized in other parts of the manual, in as neutral a way as possible. As long as the adult is sensitive to this child's little steps, there will be plenty of opportunities to show him genuine love and warmth.

*Most of us can muddle through with occasional mixed contingencies as long as the balance is tipped in favor of our sane behavior. It is where backwards reinforcement has been chronic, or conflicting contingencies frequent and extreme, that ultra-consistent and systematic reinforcement is necessary to reverse the situation.

BEHAVIOR ANALYSIS TROUBLESHOOTING TIPS

to be used if you run into one of these problems yourself -- if you meet with your colleagues -- or if you are a trainer or consultant using Learncycle methods --use this in your follow-up conferences or site visits. The questions often help the consultee figure out her/himself where the solution lies. See also "Pitfalls" on page 57 of the LEARNCYCLE TEACHERS MANUAL.

Symptom	Possible cause	Remedy
"Nothing motivates him/her" also "I tried reinforcement and it didn't work"	With the possible exception of catatonics, everyone is motivated by something: the problem may be, it's not something we expect to be motivating--not a "conventional" reward. Our "reward system" may even be in conflict with what is really rewarding to him. For example, we contract 10 minutes of electronic games for a complete assignment from a turned-off 9th-grader. Since he doesn't finish his assignments, he doesn't earn the 10 minutes, but he does engage us in long conversations about his attitude,etc. This may actually be the most motivating of all! Watch out for situations where something we assume will be a reward is not as important as some social exchange or avoidance the student gets for not doing the task.	QUESTIONS TO ASK WHAT DOES THE STUDENT DO WHEN THERE'S A CHOICE? WHAT DOES HE DO WHEN HE'S AVOIDING DOING OTHER THINGS? Use these natural reinforcers, and try to make sure he doesn't wind up getting them for not doing a task. It may be necessary for a student who only likes to daydream to put daydreaming in the contract--i.e., 1 assignment= 5 minutes of daydreaming. THIS DOES NOT REINFORCE DAYDREAMING--in fact, by making it something he can do only after doing something more clearly constructive, we are teaching him to limit daydreaming, to be able to have some control over when he does it. For a student who prizes his interactions with adults more highly than any other "reward," get out of the habit of hassling-discussions around what he doesn't do: show him IN DEED that the discussions he likes will come only when he accomplishes something. HAVE YOU TRIED A MENU (CHOICES)? This can avoid a "turn-off" on a particular day. In one school, what the student always did was "tell stories."* We set up the privilege of a 2-minute storytime with the teacher after not instead of his work.

*Insight courtesy of Ronda Ernst, Minden, Nebraska

Symptom	Possible cause	Remedy
"Sometimes it works, sometimes it doesn't"	Either the intervention is only being applied sometimes, or in varying ways, and student therefore may be testing-- or, There's a loophole in the "contract:" The student winds up with recess or free time or our praise or whatever even when he doesn't do what we had defined. And, if so, why should he?	QUESTIONS TO ASK: WHEN DOES IT WORK? TELL ME WHAT HAS WORKED. Try to get as much information as possible. Usually, some "key" will emerge in what was done that worked/didn't work. DOES HE EVER GET (WHATEVER CONSEQUENCES ARE IMPORTANT TO HIM) WHEN HE HASN'T DONE THE TASK? OR--IS THE WAY YOU DEFINED THE TASK EVERYTHING YOU EXPECT (E.G., DID YOU SAY "COMPLETE ASSIGNMENT" WHEN YOU MEANT "WITH 80% ACCURACY?") TIGHTEN UP the terms so the performance you want must be carried out before the positive consequences. Only use "loose" expectations at the beginning when you are shaping in a planned way.
"The other students want their own special programs/ contracts/etc."	It may seem that having a problem leads to a more interesting life...but actually, the students may also recognize that a special strategy is a good way to accomplish difficult goals.	COULD YOU HAVE EACH OF THEM SET A SPECIAL GOAL FOR HIMSELF TO WORK ON, AND SOME SIMPLE PRIVILEGE OR MOTIVATION FOR ACHIEVING IT? IF NOT-- COULD YOU HAVE A CLASS GOAL OR TEAM GOALS? (HOMEWORK %, ATTENDANCE, WHATEVER IS A COMMON NEED) WITH CLASS OR TEAM PRIZES OR PRIVILEGE. IF NOT-- COULD YOU SET UP THE CONTRACT WITH THE ORIGINAL STUDENT, SO ALL CAN SHARE IN SOME CLASS EVENT, PRIVILEGE, ETC., WHEN HE MEETS HIS GOAL? One of the above should solve the problem, and have good side effects.

Symptom	Possible Cause	Remedy
"I've tried <u>everything</u>, but class is in an uproar."	Many possible causes: May need a clear, <u>positive set of rules</u> and <u>class schedule</u> before any fancy "programs" will make a difference.	QUESTIONS TO ASK: CAN YOU STICK WITH <u>ONE</u> THING FOR 2 WEEKS NO MATTER WHAT? Establish consistency, modify later. DO YOU HAVE A SET OF RULES? WHAT ARE THEY? (Should be <u>few, mostly positive, clear</u> to students) DO YOU HAVE A SCHEDULE? CAN YOU TIGHTEN UP RULES/SCHEDULE IF MAYBE TOO VARIABLE OR UNCLEAR? CAN YOU HAVE MORE <u>YES</u> RULES THAN <u>NO</u> RULES?
"It worked for awhile"	Either -- 1) Person has changed some aspect of what worked before and it should be changed, or 2) Student was ready to change and intervention didn't, or 3) Something major in his environment changed and therefore the analysis we did in Problem Analysis Interview is out-of-date.	DESCRIBE WHAT YOU WERE DOING WHEN IT WORKED. WHAT WAS STUDENT CHANGE WHEN IT WORKED? HAVE YOU CHANGED ANYTHING <u>YOU</u> WERE DOING? As stated before, full description will often reveal the key. If changed too soon, should return to what worked and phase out more gradually. If the above question shows no change was made in the intervention--it was applied faithfully and it worked at first but then didn't--may need change of reinforcer (try a menu and include more long-range or intrinsic reinforcers as choices--he may be ready for them) or target behavior (a more advanced target) DID ANYTHING MAJOR CHANGE IN STUDENT'S LIFE (HOME, CLASSMATES, ETC.) AT THE SAME TIME IT STOPPED WORKING? If so, need to think through Problem Analysis Interview again with these new facts.

SECTION V
BEHAVIOR ANALYSIS MAINSTREAMING MODEL

This model is rarely applied with every component, but what it offers is a comprehensive way to look at the question of mainstreaming in the school as a system, and increase the odds, by having a variety of ways to close the gaps, of success.

ASSESS STUDENT ON -- academic skills (traditionally done)
social skills -- especially as seen by Mainstream Prep needs identified for your situation
consequences now meaningful to him
frequency of those consequences he is used to
form in which he best understands expectations

through ongoing data,
traditional instruments,
direct observation

ASSESS ENVIRONMENT ON -- what it expects in each of the above areas. The Mainstream Prep activity will be helpful here.

through teacher survey,
direct observation, interviewing
the teacher or even students

DETERMINE CRITICAL DISCREPANCIES. Refer to "Continuum" on next page.

CHANGE THE ENVIRONMENT AND/OR THE STUDENT TO BE CLOSER TO EACH OTHER BY --

STUDENT

Mainstream Prep Curriculum
allowing rehearsal of key
behaviors
friend-making skills
and ways to reinforce
teachers

REGULAR TEACHER

If gaps are primarily in academic expectations, provide curriculum adaptations (see "Changing the Givens" for ideas) and, where needed,
materials
and training in "Changing the Givens"
strategies

If gaps are in other areas --
provide consultation or training in problem-solving method and teaching tools in Learncycle
Use Problem Analysis Interview to help teacher develop own solutions
Optimize the teacher's environment and motivation by --
identify and remove obstacles
reinforce trying new strategies

Activities on the following pages -- Mainstream Prep Curriculum, School Rules planning, planning strategies for improving the atmosphere in the Teachers Lounge, and a task to use to help teachers analyze a problem situation and also become aware of the special problems special students have -- are designed to help you "optimize the environment."

BEHAVIOR ANALYSIS CONTINUUM
to assess student and environment "match" and discrepancies on critical variables

TARGET BEHAVIORS & GIVENS	Student	
	Environment	
CONSEQUENCES	Student	
	Environment	
SCHEDULE OF CONSEQUENCES/ TYPE OF SYSTEM	Student	
	Environment	
AMOUNT	Student	
	Environment	
PLANNER & AGENT	Student	
	Environment	
FORM IN WHICH EXPECTATIONS & CONSEQUENCES ARE COMMUNICATED	Student	
	Environment	
OTHER	Student	
	Environment	

The Continuum gives us a way to analyze the student, and the environment he is in or going to, in terms of the variables that really make a difference to his success. It thus allows us to determine where the best "match" is, and perhaps more important, to recognize to what extent and in what way there are gaps that need to be dealt with if the student is going to get along successfully. Finally, once the gaps are identified, the Behavior Analysis Mainstreaming Model lets us see what we need to do to close them, and provides alternatives when the realities of what we can do aren't the same as what we ideally should do. LEARNCYCLE offers training relevant to each of these alternatives.

The Continuum is also the basis for analyzing where a student is now and where, for example, we want him to be by the end of the year, in broad, meaningful terms that can then be related to specific objectives; and it can be used to understand a student's history as it may underlie his current functioning.

MAINSTREAMING PREP OUTLINE

In special education, we need to do more than equip our youngsters with the academic skills they will use in mainstream classes. Even with adequate academic skills, special education students often retain the "special ed" halo that continues to cause them trouble in their interactions with regular teachers and peers.

What we provide here is the outline to enable you to plan, with your colleagues, a "mainstream prep" curriculum that will identify the critical social and interpersonal skills to help special education students cope successfully with the mainstream environment. These skills are concrete ways the student can use the basic behavior-analysis problem-solving approach himself, and so they empower him with functional, lifelong competence to last beyond the time we can be there to support his efforts.

We provide the outline, rather than the curriculum itself, because each school's "survival skills" will be different, and so your curriculum must be tailored to local realities.

The Mainstream Prep Curriculum should specify the following goals:

Given -- (you define) key mainstream situations (first in rehearsal, then for real), student does (appropriate behaviors you identify. You may want to survey the regular class teacher(s) or do direct observation of what is expected).

Given -- _____ mainstream-teacher behaviors (things they do that help him, and that we want to increase), the student uses reinforcement (specifically, identify a few ways he can reinforce his teacher).

Given -- _____ mainstream-teacher behaviors (things they do that do not help him, and that we want to decrease), the student uses extinction (specifically identify a few ways he can avoid adding fuel to the fire of these negative interactions).

Given -- _____ mainstream peer behaviors identified as increase targets (friendly overtures, helping, playing with, etc.), the student uses reinforcement (identify a few ways he can respond positively to peers).

Given -- _____ mainstream peer behaviors identified as decrease targets (name-calling, blaming, provoking, etc.), the student uses extinction (identify a few ways he can turn off these responses).

To teach the student these objectives --

Preliminary Step: Assess and identify key mainstream situations and expected behaviors.
Assess and identify key teacher increase targets and reinforcing student responses (things teachers like kids to do).
Assess and identify key teacher decrease targets and student responses.
Assess and identify key peer increase targets, etc.
Assess and identify key peer decrease targets, etc.

Step 1: Write specific instructional objectives based on the priorities identified.

Step 2: Plan a phased rehearsal (doing, not talking about) curriculum for them.

Step 3: Plan mainstream practice, with frequent in-class feedback and reinforcement.

Step 4: Evaluate -- if possible, student records positive interactions each day.

Step 5: Provide, in your class, ongoing feedback and reinforcement twice a week.

SCHOOL RULES

RT 1 (Defining), RT 2 (Observe, Analyze), RT 3 (Reinforcers), RT 4 (Knowing and Using Behavioral Method)

SMALL GROUPS preferably with principal and mix of staff at building level
NOTES TO TRAINER: Instructions to groups: 1. Purpose: How the school rules are defined, communicated, and enforced is very important, especially for students who have learning or behavior problems. Sometimes, for example, they only find out about a rule when they break it. Some rules that are clear to us, they can't understand. In this activity you'll apply what you know about effective rules to make sure yours are really workable for all students. 2. Task: The task is to complete a six-part analysis and improvement plan on your school rules. 3Setting: You'll work in small groups(for each building or ?) for (35-45) minutes. I'll pace you, so you can go through all six steps for at least some of your rules. 4. Reports: Each group should have a recorder who writes down what you come up with for each step, and summarize it briefly for the report to the whole group, with your general findings. In the large group discussion, we'll look at what next steps each group might take to use the improvement plan.

MAINSTREAMING TEAM -- WHOLE SCHOOL

1. Identify the school rules now.
2. Analyze them to decide:
   a. which tell the students what to do, rather than what not to do?
   b. which are fuzzies?
   c. are there any we forgot about or take for granted, that we may need to spell out? (i.e. "unwritten rules")
   d. how do students find out about them? and in what form (written, oral) are they told?
3. Re-define them as necessary to PROMOTE SUCCESS -- that is
   a. put in positive terms as much as possible, so they say what the student should do
   b. make them non-fuzzy
   c. break them into littler steps if necessary
   d. revise the form if necessary -- e.g. pictures?
   e. plan any changes needed so students find out about them before they break them, and so students who need positive reminders get them (cues) before they get a negative reminder
   May be different for different grade levels
   f. which ones could the resource room teachers teach and rehearse with the students?
4. Identify the consequences now -- for each rule:
   a. what happens to students who break it? (always x, or sometimes x, sometimes y, etc.)
   b. what happens to students who follow the rules?
5. Analyse the consequences to decide
   a. is there any backwards reinforcement for breaking rules?
   b. do different people enforce them differently (that may be okay or it may be a problem; either way we should be aware of it)
   c. is there enough positive reinforcement for students for whom it may be difficult to follow certain rules-- that is, is it worth it?
6. Re-define them as necessary so the consequences work.

TEACHER'S LOUNGE

RT 4 (Knowing and Using Behavioral Method) as applied to staff behavior
SMALL GROUP TASK

NOTES TO TRAINER: This task is for consultants, administrators, or anyone concerned with improving the climate for mainstreaming. It addresses the Teachers Lounge as a critical site of the mainstreaming climate, but where the Lounge is not an important factor in a particular school, or where the group wants to look at the climate beyond the Lounge, the task can be done with any aspect of the school/staff interactions desired.

Instructions: 1. Purpose: The problem-solving method we've been working with can be used to analyze and improve not only what children do in classrooms, but also the behavior of people in organizations. In this activity you will apply this method, and all the strategies we've covered so far, to plan ways to improve the climate for mainstreaming in your school, and especially using the Teachers Lounge as the "hub" of your plan. If you want to go beyond the Lounge, you can. 2. Task: Your task is to develop a plan that is written and that is workable. If you need to enlist the help of other people who aren't here, note that in your plan. 3. Setting: You'll work in small groups for (35-45) minutes. I'll pace you. 4. Reports: Have one person record and then present briefly the main points of your plan to the large group.

A Mainstreaming Team -- a principal, special ed consultants, and several Learncycle-trained regular class teachers -- in Illinois decided that what went on in the Teachers Lounge had a lot to do with the success of their mainstreaming efforts in general. They decided to try to make the lounge a supportive environment for mainstreaming objectives, where

--people who solve mainstreaming problems would get recognition
--people who were having problems could get help from sped consultants or peers on an informal basis
--people could let off steam openly (rather than carrying frustration back to classroom)
--negative rumors about sped students would not mushroom
--positive rumors would get spread
--the special ed kids could do things for the Lounge or the regular class teachers which would make people have a more positive image of them
--strategies that work could be shared
--people could signal for help anonymously, if they wanted to, and get it, for example, through a "Help" box where the Mainstreaming Team would then write up some suggestions and post them on the bulletin board
--information and materials about mainstreaming ideas would be available

Develop a plan for your Teachers Lounge to try to accomplish the above objectives. Use the Learncycle Problem-Solving Model and your knowledge of learning principles (reinforcement, shaping, modelling, etc.). Your plan may include doing some things to the physical environment; having the Mainstreaming Team use reinforcement, earshotting, etc., informally; having members of the Team consult to their colleagues informally; having the special ed students do something for the regular teachers. You might even include a slogan for the bulletin board, like the one the people in Illinois made up: "To bitch is human; to bitch with love is divine."

RT 2-Observing, Analyzing; RT 5 (applications), RT 7 (techniques)
SMALL GROUP TASK

NOTES TO TRAINER: Instructions to Groups: 1. Purpose: We're going to apply what we've learned so far to analyze an actual case, to try to identify the critical factors needed for change; to then use our intervention skills to develop a solution; and finally to look at this particular case in the larger context of mainstreaming. 2. Task: Your task is to read the case and then to discuss each of the four questions and come up with a group consensus, or several different group opinions, for each question. 3. Setting: You'll do this in small groups in (20-30) minutes, and I'll pace you. 4. Reports: One person in each group should write down your ideas on the questions, and report them back to the large group.
If all groups do this task, have four groups report on one question each, then have comments from all groups.

YOU ARE A TEAM OF BEHAVIOR ANALYSIS EXPERTS CALLED IN TO CONSULT TO a Child Evaluation Team in a small suburban school district.

The Child Evaluation Team is re-evaluating Larry, a former special ed ("emotionally disturbed" & "neurologically impaired") student who is in his first year of junior high school. He returned to a regular class last year for the 6th grade, where he did quite well academically and socially, in a typical self-contained 6th grade classroom. This year, however, although he is doing well in all his subjects, several of his teachers are very concerned because he has the most detentions in the school. He has 15; the boy who is considered the biggest behavior problem only has 11. Because of this, the Team is considering sending him back to a special class.

When asked what he does to get detention, the Team explains that there is a school rule that anytime two homeworks are not turned in, you get detention, and a note is sent home to the parents. In the most recent note, the Team suggested the parents consider going for therapy to learn to handle Larry better. They're also considering stricter punishment.

When asked for more information about the homework assignment, the Team explains that homework assignments are given at the end of each period. Students have three minutes between periods to get to the next class. We know from Larry's previous classification as well as recent school records that writing clearly and quickly is a problem for him. He also has some trouble with keeping all his things together, so he is likely to get home without all the right books, or to do his homework but leave it at home, or to find when he gets home that he did not write down the whole assignment. He may have been able to write down the name of the book, but not the pages, or the questions to do, etc.

1. Analyze what's happening. Is this a situation/task problem or a consequence problem, primarily?

2. What is your assessment of detention as a consequence for Larry for not doing homework?

3. What hunches do you have about Larry's homework problem? Can you come up with a few ways to increase the probability of his: getting the assignment down; taking the right books home; bringing the assignment back; keeping his things together.

4. Finally, consider whether you think what happened to Larry would have happened to a student who had not formerly been classified. Discuss the role of perceptions in evaluating student behavior and in analyzing and solving problems. Do you have any ideas to help people "see through" negative perceptions?